REPORT RESUMES

ED 019 666 48 AL 001 219
LEARN JAPANESE--ELEMENTARY SCHOOL TEXT, VOLUME II.
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HAWAII UNIV., HONOLULU, COLL. OF EDUC.
REPORT NUMBER BR-6-1377 PUB DATE 67
CONTRACT OEC-4-6-061377-1888
EDRS PRICE MF-$0.75 HC-$5.36 132P.

DESCRIPTORS- *JAPANESE, *FLES MATERIALS, *FLES GUIDES, *TEACHING GUIDES, *AUDIOLINGUAL SKILLS, PHONETIC TRANSCRIPTION, ELEMENTARY EDUCATION, LANGUAGE INSTRUCTION, CULTURAL BACKGROUND,

THIS TEXT WAS WRITTEN FOR THE USE OF THE ELEMENTARY SCHOOL TEACHER OF JAPANESE. IT IS TO BE USED IN THE SECOND SEMESTER OF JAPANESE LANGUAGE STUDY AND FOLLOWS THE AUDIO-LINGUAL ORIENTATION OF VOLUME I. THE MAIN GOAL OF BOTH VOLUMES IS "TO ELEVATE THE PUPIL'S MOTIVATION AND TO CULTIVATE PROPER PRONUNCIATION HABITS." THE NEW ITEMS IN VOLUME II INCLUDE 53 VOCABULARY ITEMS, 11 STRUCTURAL POINTS, FIVE USEFUL EXPRESSIONS, FIVE SONGS, AND 12 GAMES. THERE ARE FIVE UNITS IN THIS TEXT (EACH WITH TWO REGULAR LESSONS AND ONE REVIEW) AND AN APPENDED "SPECIAL ACTIVITIES" SECTION RELATED TO TWO JAPANESE FESTIVALS. EACH LESSON IS ORGANIZED INTO--(1) OBJECTIVES (OUTLINING FOR THE TEACHER THE VOCABULARY AND STRUCTURES TO BE COVERED), (2) EXPRESSIONS (A VERY SHORT "DIALOG" OF FOUR SENTENCES), (3) DRILLS (REPETITION, SIMPLE SUBSTITUTION, YES OR NO QUESTIONS, CHAIN DRILLS), (4) SUGGESTED ACTIVITIES (GAMES, SONGS, ART WORK, STORIES TO BE READ ALOUD), AND (5) NOTES (DIRECTED TO THE TEACHER AND CONCERNING STRUCTURE, USAGE, CULTURAL POINTS, AND PRONUNCIATION). VOCABULARY AND STRUCTURES USED IN THE DIALOG ARE INCLUDED IN THE DRILLS AND SPECIAL ACTIVITIES. TAPE RECORDINGS HAVE BEEN PREPARED OF THE SONGS AND THE DIALOGS. ALL JAPANESE MATERIAL IS WRITTEN IN PHONEMIC TRANSCRIPTION. THIS TEXT WAS PUBLISHED AT THE UNIVERSITY OF HAWAII. (JD)

ED019666

BR-6-1377
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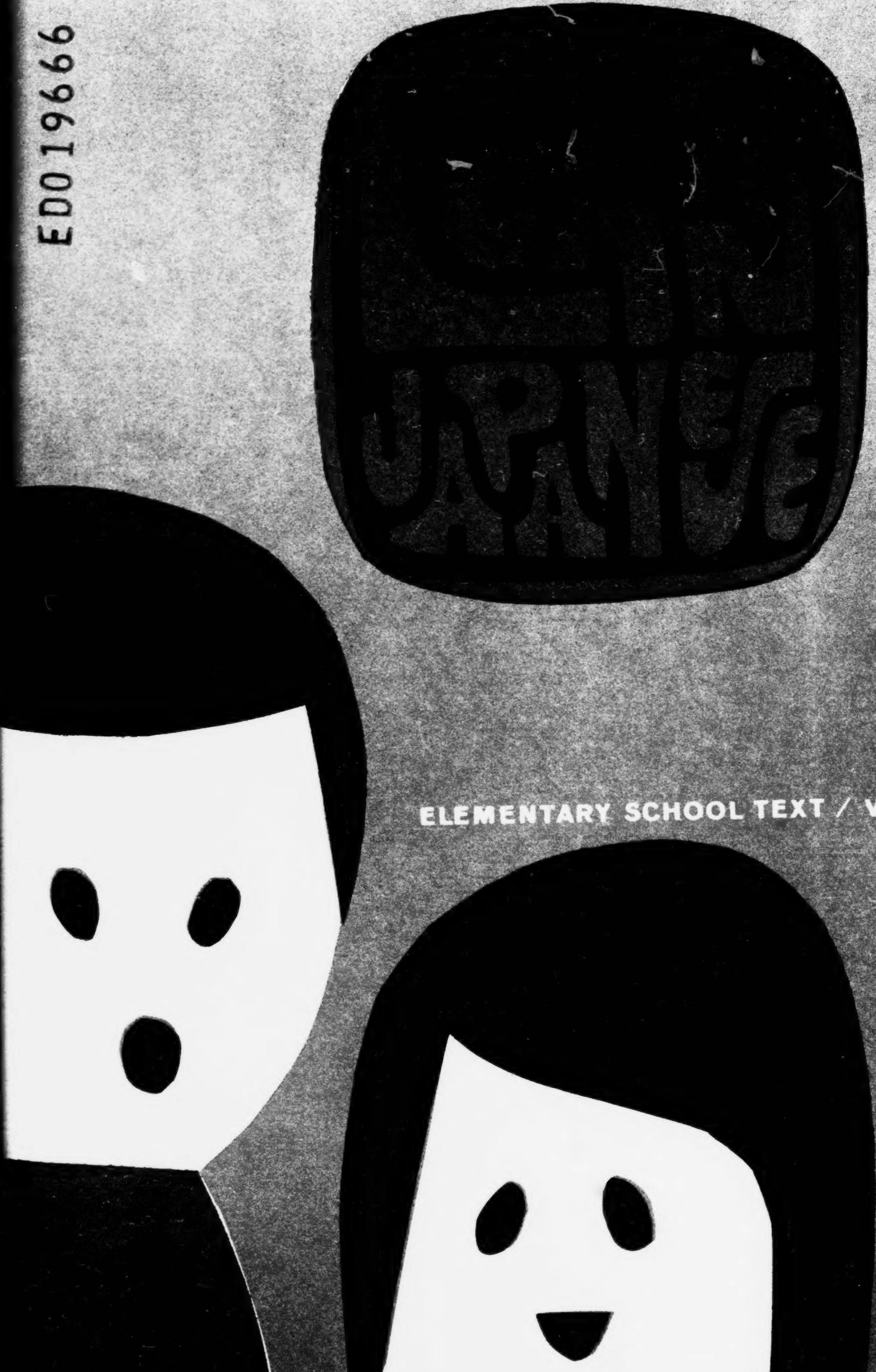

ELEMENTARY SCHOOL TEXT / VOLUME TWO

LEARN JAPANESE -
ELEMENTARY SCHOOL TEXT
VOLUME II

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1967

AL 001 219

The materials developed herein is part of a project supported by a grant from the United States Department of Health, Education, and Welfare under the provisions of the Cooperative Research Program.

TABLE OF CONTENTS

Page

Introduction iii

Suggestions to the Teachers iv

Unit 1, Lesson 1 After a Shopping Trip 1
Lesson 2 Looking at Photograph Albums 8
Lesson 3 Review: Yooko and Her Grandparents 16

Unit 2, Lesson 4 Playing Games 21
Lesson 5 Relaxing at Home 27
Lesson 6 Review: With Yooko's Grandmother 33

Unit 3, Lesson 7 At the Restaurant 38
Lesson 8 At the Supermarket 45
Lesson 9 Review: At the Park 53

Unit 4, Lesson 10 At the Pet Shop 59
Lesson 11 At the Zoo 66
Lesson 12 Review: At the Street Corner......................... 73

Unit 5, Lesson 13 Going to School 80
Lesson 14 Looking at the Calendar 86
Lesson 15 Review: Masao and Yooko's Activities
During the Week 93

General Review 100

Special Activities 106

Index 116

Songs 118

INTRODUCTION

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME II, is the second semester program for level one students. New materials are combined with some of the vocabulary and structural points introduced in Volume I to present a meaningful and interesting dialogue for each lesson. The new items in Volume II include fifty-three vocabulary items, eleven structural points, five useful expressions, five songs, and twelve games.

The main goal for Volume II is essentially the same as Volume I, that is to elevate the pupil's motivation and to cultivate proper pronunciation habits.

The text is written for the teacher's use only, with the audio-lingual approach as the method of language instruction in the classroom. Visuals are used with each lesson to give situational cues for the dialogue, vocabulary, and structural points.

A supplementary section on Special Activities has been included in Volume II. Use of the materials in this section is optional.

The text is part of Project 6-1377, conducted by the University of Hawaii and funded by the Department of Health, Education, and Welfare.

SUGGESTIONS TO THE TEACHER

The text arrangement and lesson format in Volume II are similar to those appearing in Volume I. However, this text includes a greater variety of drill materials some of which were not used in the first volume. The introduction of additional interrogative words, verbs, nouns, and short answers in Volume II has increased the number of possible responses. The pupils will have many opportunities to select their own answers with or without a given cue.

Teachers are encouraged to use many different types of cues in conducting the drills. Motions, facial expressions, realia, oral, and visual cues can be combined effectively to elicit a response from the class, groups, or individual pupils. Some of the visual materials for Volume I can be re-used in appropriate situations.

The first set of drill appearing in the practice sections should be used as a model. However, a model has been included whenever necessary. Teachers are encouraged to refer to the teacher's guide for additional hints in conducting the drills.

The songs and games appearing in Volume I may be used again during the second semester. A musical arrangement of the songs, which has been recorded on tape, is structured so that the teacher can use it in the classroom as an instructional media. The tape for the dialogues may also be used in the language class to introduce a lesson. However, it is intended primarily for teacher use in preparing and planning for each new lesson.

UNIT 1 LESSON 1

1.1 OBJECTIVES

Use of NO between nouns.

Useful expressions: KIREI DESU NE;
MITE KUDASAI.

New vocabulary: dare, kasa, kutsu, taoru

1.2 EXPRESSIONS

(After a shopping trip)

Yooko: Oniisan, mite kudasai.

Watashi no kasa desu.

Oniisan: Kirei desu ne.

Boku no taoru wa?

Yooko: Hai, oniisan no taoru.

Oniisan: Doomo arigatoo.

1.3 PRACTICE

1.3.1 Repetition Drill

Teacher: taoru desu
Class: taoru desu

Teacher: watashi no taoru desu
Girls: watashi no taoru desu

Teacher: boku no taoru desu
Boys: boku no taoru desu

Teacher: kutsu desu
Class: kutsu desu

Teacher: otoosan no kutsu desu
Class: otoosan no kutsu desu

Teacher: kutsu desu
Class: kutsu desu

Teacher: okaasan no kutsu desu
Class: okaasan no kutsu desu

Teacher: kasa desu
Class: kasa desu

Teacher: oniisan no kasa desu
Class: oniisan no kasa desu

Teacher: kasa desu
Class: kasa desu

Teacher: oneesan no kasa desu
Class: oneesan no kasa desu

Teacher: watashi no kutsu desu
Girls: watashi no kutsu desu

Teacher: boku no kutsu desu
Boys: boku no kutsu desu

Teacher: okaasan no taoru desu
Pupil 1: okaasan no taoru desu

Teacher: otoosan no taoru desu
Pupil 2: otoosan no taoru desu

Teacher: oneesan no kasa desu
Pupil 3: oneesan no kasa desu

Teacher: oniisan no kutsu desu
Pupil 4: oniisan no kutsu desu

Teacher: mite kudasai
Class: mite kudasai

Teacher: mite kudasai
Group 1: mite kudasai

Teacher: mite kudasai
Pupil 1: mite kudasai

Teacher: kirei desu ne
Class: kirei desu ne

Teacher: kirei desu ne
Group 1: kirei desu ne

Teacher: kirei desu ne
Pupil 1: kirei desu ne

Teacher: boku no kutsu wa?
Boys: boku no kutsu wa?

Teacher: watashi no kutsu wa?
Girls: watashi no kutsu wa?

Teacher: oniisan no taoru wa?
Group 1: oniisan no taoru wa?

Teacher: oneesan no taoru wa?
Group 2: oneesan no taoru wa?

Teacher: otoosan no kutsu wa?
Pupil 1: otoosan no kutsu wa?

Teacher: okaasan no kutsu wa?
Pupil 2: okaasan no kutsu wa?

1.3.2 Response Drill

(Model)
Cue: (Teacher pointing to book or other realia)
Teacher: Dare no hon desu ka?
Boy: Boku no hon desu.

Cue: (Let each pupil hold a realia that he has learned to say in Japanese)

Teacher: Dare no hon desu ka?
Boy: Boku no hon desu.

Teacher: Dare no en'pitsu desu ka?
Girl: Watashi no en'pitsu desu.

Teacher: Dare no kureyon desu ka?
Boy: Boku no kureyon desu.

Teacher: Dare no nooto desu ka?
Girl: Watashi no nooto desu.

1.3.3 Response Drill

Cue: (my towel)
Boys: Kore wa boku no taoru desu.
Girls: Kirei desu ne.

Cue: (my flower)
Girls: Kore wa watashi no hana desu.
Boys: Kirei desu ne.

Cue: (my umbrella)
Girls: Kore wa watashi no kasa desu.
Boys: Kirei desu ne.

1.3.4 Response Drill

Use the objects belonging to the pupils as cues:

(Model)
Teacher: Kore wa anata no kutsu desu ka?
Pupil 1: Hai, soo desu.
Teacher: Kore wa anata no hon desu ka?
Pupil 2: Iie, chigaimasu.

Teacher: Kore wa anata no kasa desu ka?
Pupil 1: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa anata no nooto desu ka?
Pupil 2: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa anata no en'pitsu desu ka?
Pupil 3: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa anata no kasa desu ka?
Pupil 4: Hai, soo desu. or Iie, chigaimasu.

1.3.5 Response Drill

Use the objects belonging to the pupils as cues:

Teacher: Kore wa Merii san no hon desu ka?
Class: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa Jon san no kutsu desu ka?
Class: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa Jooji san no en'pitsu desu ka?
Group 1: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa Suuzan san no kureyon desu ka?
Group 2: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa An san no kutsu desu ka?
Pupil 1: Hai, soo desu. or Iie, chigaimasu.

Teacher: Kore wa Merii san no kasa desu ka?
Pupil 2: Hai, soo desu. or Iie, chigaimasu.

1.3.6 Response Drill

(Model)
Cue: (Holding a towel)
Teacher: Mite kudasai.
Kore wa watashi no taoru desu.
Class: Kirei desu ne.

Cue: (Boy holding a towel)
Boy: Mite kudasai.
Kore wa boku no taoru desu.
Girl: Kirei desu ne.

Cue: (Girl holding an umbrella)
Girl: Mite kudasai.
Kore wa watashi no kasa desu.
Boy: Kirei desu ne.

1.3.7 Chain Drill

Let the pupils choose the objects belonging to the next pupil.

Girl: Watashi no en'pitsu wa?
Boy: Hai, anata no en'pitsu.
Girl: Doomo arigatoo.

Boy: Boku no hon wa?
Girl: Hai, anata no hon.
Boy: Doomo arigatoo.

Etc.

1.3.8 Memorization Drill

1.3.9 Role Playing

1.4 NEW VOCABULARY

dare	(See notes)
kasa	umbrella
kirei desu ne	Isn't it pretty!
kutsu	shoes
mite kudasai	Please look.
no	(See notes)
taoru	towel

1.5 SUGGESTED ACTIVITIES

1.5.1 Song

Umi

Umi wa hiroi na,	The sea is wide,
Ookii na.	And big.
Tsuki ga noboru shi,	The moon rises over it,
Hi ga shizumu.	And the sun sets in the sea.

1.5.2 Game: Whose Is It?

The new structure point introduced in this lesson can be incorporated in the activities. Realia or visual cards may be used as cue.

Collect a pencil, notebook, crayon, pen, umbrella, and other articles from pupils before the game. The teacher should note the ownership to help the leader during the game.

Leader: Kore wa dare no en'pitsu desu ka?
(Holding up the pencil)
Pupil A: Merii san no en'pitsu desu.
Leader: Iie, chigaimasu.
Pupil B: Masao san no en'pitsu desu.
Leader: Hai, soo desu.

The pupil who guesses correctly becomes the next leader.

1.6 NOTES

1.6.1 Structure

Kore	wa	DARE anata	NO	kasa kutsu taoru	desu	ka?
		boku watashi				.

NO used between nouns is introduced in this lesson to mean 'someone's something.'

1.6.2 Usage

Dare is introduced for pupils' passive learning in Lesson 6, Volume I. In this lesson dare is used in the context dare no ..., which is equivalent to whose.

Dare no hon desu ka?	(Whose book is it?)
Dare desu ka?	(Who is it?)

In this lesson the expression kirei desu ne means "Isn't it pretty!" or "Isn't it beautiful!" An adjectival noun, such as kirei, suki, joozu, etc., plus desu will be taught in later lessons.

Mite kudasai is a polite request meaning "Please look (at something)." The -TE KUDASAI pattern will be taught in a later volume.

1.6.3 Culture

Most of the elementary pupils in Tokyo and other large cities wear a yellow raincoat and use a yellow umbrella on rainy days. On a cloudy, rainy day the yellow outfits are easily spotted by drivers in busy thoroughfare.

1.6.4 Pronunciation

Emphasis suggested:

ka - kasa

ki - kirei

ku - kutsu

da - dare, kudasai

UNIT 1 LESSON 2

2.1 OBJECTIVES

New vocabulary: obaasan, ojiisan, imooto, otooto, shashin

2.2 EXPRESSIONS

(Looking at photograph albums)

Yooko: Kore wa watashi no ojiisan desu.

Masao: Kore wa anata no obaasan desu ne?

Yooko: Hai, soo desu.

Masao: Kore wa dare desu ka?

Yooko: Watashi no shashin desu yo.

2.3 PRACTICE

2.3.1 Repetition Drill

Teacher: ojiisan desu
Class: ojiisan desu

Teacher: watashi no ojiisan desu
Girls: watashi no ojiisan desu

Teacher: boku no ojiisan desu
Boys: boku no ojiisan desu

Teacher: obaasan desu
Class: obaasan desu

Teacher: watashi no obaasan desu
Girls: watashi no obaasan desu

Teacher: boku no obaasan desu
Boys: boku no obaasan desu

Teacher: imooto desu
Class: imooto desu

Teacher: watashi no imooto desu
Girls: watashi no imooto desu

Teacher: boku no imooto desu
Boys: boku no imooto desu

Teacher: otooto desu
Class: otooto desu

Teacher: watashi no otooto desu
Girls: watashi no otooto desu

Teacher: boku no otooto desu
Boys: boku no otooto desu

Teacher: shashin desu
Class: shashin desu

Teacher: watashi no shashin desu
Girls: watashi no shashin desu

Teacher: boku no shashin desu
Boys: boku no shashin desu

Teacher: dare desu ka?
Class: dare desu ka?

Teacher: kore wa dare desu ka?
Class: kore wa dare desu ka?

Teacher: kore wa dare desu ka?
Group 1: kore wa dare desu ka?

Teacher: kore wa dare desu ka?
Group 2: kore wa dare desu ka?

Teacher: dare no ojiisan desu ka?
Class: dare no ojiisan desu ka?

Teacher: dare no obaasan desu ka?
Class: dare no obaasan desu ka?

Teacher: dare no imooto san desu ka?
Group 1: dare no imooto san desu ka?

Teacher: dare no otooto san desu ka?
Group 2: dare no otooto san desu ka?

Teacher: dare no oniisan desu ka?
Pupil 1: dare no oniisan desu ka?

Teacher: dare no oneesan desu ka?
Pupil 2: dare no oneesan desu ka?

Teacher: dare no otoosan desu ka?
Pupil 3: dare no otoosan desu ka?

Teacher: dare no okaasan desu ka?
Pupil 4: dare no okaasan desu ka?

2.3.2 Response Drill

Use the visuals for Yooko and Masao's family:

Teacher: Kore wa dare desu ka?
Class: Yooko san desu.

Teacher: Kore wa dare desu ka?
Class: Masao san desu.

Teacher: Kore wa dare desu ka?
Group 1: Mitsuo san desu.

Teacher: Kore wa dare desu ka?
Group 2: Emiko san desu.

2.3.3 Response Drill

Use the visuals for Yooko and Masao's family:

Teacher: Kore wa dare desu ka?
Group 1: Yooko san no okaasan desu.

Teacher: Kore wa dare desu ka?
Group 2: Yooko san no otoosan desu.

Teacher: Kore wa dare desu ka?
Pupil 1: Masao san no otoosan desu.

Teacher: Kore wa dare desu ka?
Pupil 2: Masao san no okaasan desu.

Teacher: Kore wa dare desu ka?
Pupil 3: Yooko san no ojiisan desu.

Teacher: Kore wa dare desu ka?
Pupil 4: Yooko san no obaasan desu.

2.3.4 Response Drill

Use the visuals for Yooko and Masao's family:

Teacher: Kore wa Yooko san no okaasan desu ka?
Class: Hai, soo desu.

Teacher: Kore wa Yooko san no otoosan desu ka?
Class: Iie, chigaimasu.

Teacher: Kore wa Masao san no okaasan desu ka?
Group 1: Hai, soo desu.

Teacher: Kore wa Masao san no otoosan desu ka?
Group 2: Iie, chigaimasu.

2.3.5 Response Drill

Use the photographs of pupils' families:

Teacher: Kore wa anata no otoosan desu ka?
Pupil 1: Hai, soo desu.

Teacher: Kore wa anata no okaasan desu ka?
Pupil 2: Iie, chigaimasu.

2.3.6 Response Drill

Use the photographs of pupils' families:

Teacher: Dare no otooto san desu ka?
Girl: Watashi no otooto desu.

Teacher: Dare no imooto san desu ka?
Boy: Boku no imooto desu.

Teacher: Dare no otoosan desu ka?
Mary: Jon san no otoosan desu.

Teacher: Dare no okaasan desu ka?
George: Merii san no okaasan desu.

2.3.7 Response Drill

Use the visuals for Yooko and Masao's family:

Group 1: Kore wa dare desu ka?
Group 2: Yooko san desu.

Group 2: Kore wa dare desu ka?
Group 1: Masao san desu.

2.3.8 Response Drill

Use the visuals for Yooko and Masao's family:

Group 1: Dare no ojiisan desu ka?
Group 2: Yooko san no ojiisan desu.

Group 2: Dare no obaasan desu ka?
Group 1: Yooko san no obaasan desu.

2.3.9 Response Drill

Use the visuals for Yooko and Masao's family:

Group 1: Kore wa Masao san no okaasan desu ka?
Group 2: Hai, soo desu.

Group 2: Kore wa Masao san no otoosan desu ka?
Group 1: Iie, chigaimasu.

2.3.10 Response Drill

Use the visuals for Yooko and Masao's family and family photographs of pupils:

Teacher: Kore wa dare no shashin desu ka?
Class: Yooko san no shashin desu.

Teacher: Kore wa dare no shashin desu ka?
Boy: Boku no shashin desu.

Teacher: Kore wa dare no shashin desu ka?
Girl: Watashi no shashin desu.

2.3.11 Chain Drill

Use the family photographs as cues:

Pupil 1: Kore wa dare desu ka?
Pupil 2: Watashi no okaasan desu.

Pupil 2: Kore wa dare desu ka?
Pupil 3: Boku no otoosan desu.

Etc.

2.3.12 Chain Drill

Use the family photographs as cues:

Pupil 1: Kore wa anata no imooto san desu ka?
Pupil 2: Hai, soo desu.

Pupil 2: Kore wa anata no otooto san desu ka?
Pupil 3: Iie, chigaimasu.

Etc.

2.3.13 Memorization Drill

2.3.14 Role Playing

2.4 NEW VOCABULARY

imooto	younger sister
obaasan	grandmother
ojiisan	grandfather
otooto	younger brother
shashin	photograph

2.5 SUGGESTED ACTIVITIES

2.5.1 Photographs

Encourage pupils to bring photographs from home. They may be group pictures of the family or individual snapshots. One of the photographs should be a baby picture or an early childhood snapshot of the pupils.

1. Arrange the pupils' pictures on the bulletin board to stimulate spontaneous conversation or practice.

   Example 1: Pupil A: Kore wa dare desu ka?
   Pupil B: Sore wa Yooko san desu.

   Example 2: Pupil A: Kore wa Jon san desu ka? or
   Kore wa anata no shashin desu ka?
   Pupil B: Iie, chigaimasu.
   Pupil A: Dare no shashin desu ka?
   Pupil B: Boku no shashin desu yo. or
   Masao san no shashin desu yo.

2. Using the family pictures, dialogues could be adapted for practice. Pupils can work in small groups or in pairs.

   Pupil A holding up a group picture of his family:

   Kore wa dare desu ka?
   Ojiisan desu. or
   A san no ojiisan desu.

3. See who can identify the most early childhood pictures. Count his score until an error is made.

   Pupil A: Masao san no shashin desu.
   Merii san no shashin desu.
   Jon san no shashin desu.

   Etc.

2.5.2 Game: Guess Who?

Using the photographs or visuals of family members, play a guessing game.

Leader: Dare no obaasan desu ka?
Pupil A: Merii san no obaasan desu.
Leader: Iie, chigaimasu.
Pupil B: Hanako san no obaasan desu.
Leader: Hai, soo desu.

The pupil who guesses correctly is the next leader.

2.6 NOTES

2.6.1 Structure

None

2.6.2 Usage

Kore wa dare desu ka? should be used only when referring to a photograph of a person. It is extremely impolite to refer to a person by saying "Kore wa Tanaka san desu."

When referring to someone else's younger siblings, *imooto san* and *otooto san* are used as a polite expression.

Ojiisan and *obaasan* can also mean an old man and an old woman in another context.

2.6.3 Culture

None

2.6.4 Pronunciation

Difficulties expected:

aa - obaasan
ii - ojiisan
oo - imooto, otooto

Suggestions for review:

aa - okaasan, obaasan
ii - oniisan, ojiisan, chiisai
uu - juusu
ee - keeki, oneesan
oo - otoosan, otooto, imooto, jidoosha, nooto

UNIT 1 LESSON 3

3.1 OBJECTIVES

Review: Lessons 1 and 2.

3.2 EXPRESSIONS

(Yooko and her grandfather)

Yooko: Ojiisan, watashi no kasa o kudasai.

Ojiisan: Hai, Yooko san no kasa.

Yooko: Doomo arigatoo.

Ojiisan, itte mairimasu.

Ojiisan: Itterasshai.

(Yooko and her grandmother)

Obaasan: Kore wa dare no nin'gyoo desu ka?

Yooko: Sore wa watashi no nin'gyoo desu yo.

Obaasan: Kirei desu ne.

3.3 PRACTICE

3.3.1 Repetition Drill

Teacher: taoru desu ka?
Class: taoru desu ka?

Teacher: dare no taoru desu ka?
Class: dare no taoru desu ka?

Teacher: kutsu desu ka?
Group 1: kutsu desu ka?

Teacher: dare no kutsu desu ka?
Group 1: dare no kutsu desu ka?

Teacher: kasa desu ka?
Group 2: kasa desu ka?

Teacher: dare no kasa desu ka?
Group 2: dare no kasa desu ka?

Teacher: ojiisan desu ka?
Pupil 1: ojiisan desu ka?

Teacher: dare no ojiisan desu ka?
Pupil 1: dare no ojiisan desu ka?

Teacher: obaasan desu ka?
Pupil 2: obaasan desu ka?

Teacher: dare no obaasan desu ka?
Pupil 2: dare no obaasan desu ka?

Teacher: imooto san desu ka?
Pupil 3: imooto san desu ka?

Teacher: dare no imooto san desu ka?
Pupil 3: dare no imooto san desu ka?

Teacher: otooto san desu ka?
Pupil 4: otooto san desu ka?

Teacher: dare no otooto san desu ka?
Pupil 4: dare no otooto san desu ka?

Teacher: hon desu ka?
Class: hon desu ka?

Teacher: anata no hon desu ka?
Class: anata no hon desu ka?

Teacher: en'pitsu desu ka?
Group 1: en'pitsu desu ka?

Teacher: anata no en'pitsu desu ka?
Group 1: anata no en'pitsu desu ka?

Teacher: nooto desu ka?
Group 2: nooto desu ka?

Teacher: anata no nooto desu ka?
Group 2: anata no nooto desu ka?

Teacher: kore wa dare no hon desu ka?
Girls: kore wa dare no hon desu ka?
Teacher: sore wa boku no hon desu.
Boys: sore wa boku no hon desu.

Teacher: kore wa dare no en'pitsu desu ka?
Boys: kore wa dare no en'pitsu desu ka?
Teacher: sore wa watashi no en'pitsu desu.
Girls: sore wa watashi no en'pitsu desu.

Teacher: kore wa anata no kureyon desu ka?
Group 1: kore wa anata no kureyon desu ka?
Teacher: hai, soo desu.
Group 2: hai, soo desu.

Teacher: kore wa anata no pen desu ka?
Group 2: kore wa anata no pen desu ka?
Teacher: iie, chigaimasu.
Group 1: iie, chigaimasu.

3.3.2 Response Drill

Use the objects belonging to the pupils as cues:

Cue: (kutsu)
Girl: Kore wa dare no kutsu desu ka?
Boy: Sore wa boku no kutsu desu.

Cue: (kasa)
Boy: Kore wa dare no kasa desu ka?
Girl: Sore wa watashi no kasa desu.

3.3.3 Response Drill

Use the family photographs as cues:

Cue: (anata no otoosan)
Pupil 1: Kore wa anata no otoosan desu ka?
Pupil 2: Hai, soo desu. or Iie, chigaimasu.

Cue: (anata no okaasan)
Pupil 2: Kore wa anata no okaasan desu ka?
Pupil 1: Hai, soo desu. or Iie, chigaimasu.

3.3.4 Chain Drill

Cue: (kasa)
Boy A: Boku no kasa o kudasai.
Girl A: Hai, anata no kasa.
Boy A: Doomo arigatoo.

Cue: (kutsu)
Girl A: Watashi no kutsu o kudasai.
Boy B: Hai, anata no kutsu.
Girl A: Doomo arigatoo.

Etc.

3.3.5 Chain Drill

Cue: (en'pitsu)
Mary: Jooji san, watashi no en'pitsu wa?
George: Hai, Merii san no en'pitsu.
Mary: Doomo arigatoo.

Cue: (hon)
George: Arisu san, boku no hon wa?
Alice: Hai, Jooji san no hon.
George: Doomo arigatoo.

Etc.

3.3.6 Memorization Drill

3.3.7 Role Playing

3.4 NEW VOCABULARY

None

3.5 SUGGESTED ACTIVITIES

3.5.1 Game: Who Is It? (Variation of Poor Pussy)

One pupil goes to the front of the room and turns his back to the class. Another pupil is chosen to say something in a disguised voice. He can say a sentence, phrase, or a word which has been taught in class. 'It' faces the class and tries to guess the speaker.

Voice: Obaasan desu yo.
Class: Dare desu ka?
'It': (facing the class) Merii san desu.
Class: Iie, chigaimasu.
Dare desu ka?
'It': Masao san desu.
Class: Hai, soo desu.

If 'It' guesses correctly, the pupil who spoke then takes his place in front of the class and the procedure is repeated.

3.6 NOTES

None

UNIT 2 LESSON 4

4.1 OBJECTIVES

Use of KA after shimashoo.

Use of NANI followed by o.

New vocabulary: jan-ken-pon, kakekko, kakuren'bo, maritsuki, nawatobi, shimashoo

4.2 EXPRESSIONS

(Playing games)

Yooko:	Masao san, nani o shimashoo ka?
Masao:	Kakuren'bo wa?
Yooko:	Hai, kakuren'bo o shimashoo.
Masao & Yooko:	Jan-ken-pon!

4.3 PRACTICE

4.3.1 Repetition Drill

Teacher: shimashoo
Class: shimashoo

Teacher: kakuren'bo o shimashoo
Class: kakuren'bo o shimashoo

Teacher: shimashoo
Class: shimashoo

Teacher: nawatobi o shimashoo
Class: nawatobi o shimashoo

Teacher: shimashoo
Group 1: shimashoo

Teacher: kakekko o shimashoo
Group 1: kakekko o shimashoo

Teacher: shimashoo
Group 2: shimashoo

Teacher: maritsuki o shimashoo
Group 2: maritsuki o shimashoo

Teacher: shimashoo
Pupil 1: shimashoo

Teacher: kakuren'bo o shimashoo
Pupil 1: kakuren'bo o shimashoo

Teacher: shimashoo
Pupil 2: shimashoo

Teacher: nawatobi o shimashoo
Pupil 2: nawatobi o shimashoo

Teacher: shimashoo ka?
Class: shimashoo ka?

Teacher: nani o shimashoo ka?
Class: nani o shimashoo ka?

Teacher: shimashoo ka?
Class: shimashoo ka?

Teacher: kakekko o shimashoo ka?
Class: kakekko o shimashoo ka?

Teacher: shimashoo ka?
Group 1: shimashoo ka?

Teacher: nawatobi o shimashoo ka?
Group 1: nawatobi o shimashoo ka?

Teacher: shimashoo ka?
Pupil 1: shimashoo ka?

Teacher: maritsuki o shimashoo ka?
Pupil 1: maritsuki o shimashoo ka?

Teacher: jan-ken-pon!
Class: jan-ken-pon!

Teacher: jan-ken-pon!
Group 1: jan-ken-pon!

Teacher: jan-ken-pon!
Pupil 1: jan-ken-pon!

4.3.2 Response Drill

Teacher: Nani o shimashoo ka?
Cue: (kakuren'bo)
Class: Kakuren'bo o shimashoo.

Teacher: Nani o shimashoo ka?
Cue: (nawatobi)
Group 1: Nawatobi o shimashoo.

Teacher: Nani o shimashoo ka?
Cue: (kakekko)
Pupil 1: Kakekko o shimashoo.

4.3.3 Response Drill

Group 1: Nani o shimashoo ka?
Cue: (kakuren'bo)
Group 2: Kakuren'bo wa?
Group 1: Hai, kakuren'bo o shimashoo.

Group 2: Nani o shimashoo ka?
Cue: (maritsuki)
Group 1: Maritsuki wa?
Group 2: Hai, maritsuki o shimashoo.

4.3.4 Chain Drill

Let pupils choose the activities:

Pupil 1: Nani o shimashoo ka?
Pupil 2: Nawatobi wa?
Pupil 1: Hai, nawatobi o shimashoo.

Pupil 2: Nani o shimashoo ka?
Pupil 3: Kakekko wa?
Pupil 2: Hai, kakekko o shimashoo.

Etc.

4.3.5 Memorization Drill

4.3.6 Role Playing

4.4 NEW VOCABULARY

jan-ken-pon	(See notes)
kakekko	race
kakuren'bo	hide and seek
maritsuki	bouncing a ball
*mitsuketa	(I) found (you).
nani	what
nawatobi	jump rope
shimashoo	(See notes)

4.5 SUGGESTED ACTIVITIES

4.5.1 Song

Kakuren'bo

Kakuren'bo suru mono, Yottoide.	Let's play hide and seek.
Jan-ken-pon yo,	Jan-ken-pon!
Aiko desho.	It's a tie. Let's try again.
Moo ii kai?	Ready?
Ma-a-da da yo.	No, not yet.
Moo ii kai?	Ready?
Ma-a-da da yo.	No, not yet.
Moo ii kai?	Ready?
Moo ii yo.	Yes, I'm ready.
Yooko san, mitsuketa.	I found you, Yooko.
Masao san, mitsuketa.	I found you, Masao.

4.5.2 Game: Kakuren'bo

Jan-ken-pon is an expression for a hand game used by children to determine the winner(s). In hide and seek, the loser becomes 'it.' The children must find a hiding place before the end of the Kakuren'bo song. In a classroom setting, limit the number of children to two or three. They may sing the song or the entire class can do the singing.

The child who wants to play kakuren'bo holds up his right pointer finger and starts the song. Those who hear the tune and want to join the game gather around and touch the extended pointer finger. They bring down one of their hands at the last syllable of jan-ken-pon yo, showing one of the three hand signs. If the children have the same hand signs, then the hands are brought down the second time at the last syllable of aiko desho. Frequently, the winner is determined on the first round. In this case it is not necessary to say 'aiko desho.'

The hand signs for the game are as follows: stone - fist, paper - palm of hand, and scissors - index and middle fingers extended. The winners are: stone over scissors, paper over stone, and scissors over paper.

4.6 NOTES

4.6.1 Structure

NANI	o	shimashoo	KA?

The interrogative word nani is taught here with o. In this sentence nani is the object of shimashoo ka?

Ka used with shimashoo means "shall we...?" Nani o shimashoo ka? is equivalent to "What shall we do?"

4.6.2 Usage

The contracted form of nani is nan. Nan desu ka? was introduced in Lesson 10, Volume I. Nani is contracted before the consonant sounds d, t and n.

Nan desu ka?
Nan to iimashita ka?
Nan no hon desu ka?

It is also contracted before a counter in the Japanese counting system. Some examples are: nan-satsu, nan-bon, nan-kai, etc.

4.6.3 Culture

Jan-ken-pon, used in the same way as a coin toss in the United States, is believed to have come from China. In some parts of Japan it is pronounced jankempo.

4.6.4 Pronunciation

Emphasis suggested:

kk - kakekko

n' - kakuren'bo

UNIT 2 LESSON 5

5.1 OBJECTIVES

Short answers: HAI, MIMASHOO;
HAI, YOMIMASHOO.

Useful expression: OMOSHIROI NE.

New vocabulary: man'ga, terebi, mimashoo, yomimashoo

5.2 EXPRESSIONS

(Relaxing at home)

Masao: Yooko san, terebi o mimashoo ka?

Yooko: Hai, mimashoo.

Masao: Man'ga o mimashoo.

(Masao turns the switch on)

Yooko: Omoshiroi ne.

5.3 PRACTICE

5.3.1 Repetition Drill

Teacher: mimashoo
Class: mimashoo

Teacher: terebi o mimashoo
Class: terebi o mimashoo

Teacher: mimashoo
Class: mimashoo

Teacher: man'ga o mimashoo
Class: man'ga o mimashoo

Teacher: yomimashoo
Class: yomimashoo

Teacher: hon o yomimashoo
Class: hon o yomimashoo

Teacher: yomimashoo
Class: yomimashoo

Teacher: man'ga o yomimashoo
Class: man'ga o yomimashoo

Teacher: mimashoo ka?
Group 1: mimashoo ka?

Teacher: terebi o mimashoo ka?
Group 1: terebi o mimashoo ka?

Teacher: mimashoo ka?
Group 2: mimashoo ka?

Teacher: man'ga o mimashoo ka?
Group 2: man'ga o mimashoo ka?

Teacher: yomimashoo ka?
Pupil 1: yomimashoo ka?

Teacher: hon o yomimashoo ka?
Pupil 1: hon o yomimashoo ka?

Teacher: yomimashoo ka?
Pupil 2: yomimashoo ka?

Teacher: man'ga o yomimashoo ka?
Pupil 2: man'ga o yomimashoo ka?

Teacher: hai, yomimashoo
Class: hai, yomimashoo

Teacher: hai, mimashoo
Class: hai, mimashoo

Teacher: omoshiroi ne
Class: omoshiroi ne

Teacher: omoshiroi ne
Group 1: omoshiroi ne

Teacher: omoshiroi ne
Pupil 1: omoshiroi ne

5.3.2 Response Drill

Cue: (yes)

Teacher: Terebi o mimashoo ka?
Class: Hai, mimashoo.

Teacher: Man'ga o yomimashoo ka?
Class: Hai, yomimashoo.

Teacher: Hon o yomimashoo ka?
Group 1: Hai, yomimashoo.

Teacher: Man'ga o mimashoo ka?
Group 2: Hai, mimashoo.

Teacher: Terebi o mimashoo ka?
Pupil 1: Hai, mimashoo.

Teacher: Hon o yomimashoo ka?
Pupil 2: Hai, yomimashoo.

5.3.3 Response Drill

Teacher: Nani o yomimashoo ka?
Cue: (hon)
Class: Hon o yomimashoo.

Teacher: Nani o mimashoo ka?
Cue: (man'ga)
Class: Man'ga o mimashoo.

Teacher: Nani o yomimashoo ka?
Cue: (man'ga)
Group 1: Man'ga o yomimashoo.

Teacher: Nani o mimashoo ka?
Cue: (terebi)
Group 2: Terebi o mimashoo.

5.3.4 Response Drill

Let pupils choose the objects:

Teacher: Nani o mimashoo ka?
Pupil 1: Neko o mimashoo.

Teacher: Nani o mimashoo ka?
Pupil 2: Sakana o mimashoo.

5.3.5 Chain Drill

Let pupils choose their own questions and replies:

Pupil 1:	Nani o mimashoo ka?
Pupil 2:	Terebi o mimashoo.
Pupil 2:	Nani o yomimashoo ka?
Pupil 3:	Hon o yomimashoo.

Etc.

Pupil 1:	Man'ga o mimashoo ka?
Pupil 2:	Hai, mimashoo.
Pupil 3:	Hon o yomimashoo ka?
Pupil 4:	Hai, yomimashoo.

Etc.

5.3.6 Memorization Drill

5.3.7 Role Playing

5.4 NEW VOCABULARY

man'ga	cartoon; comic book
mimashoo	Let's look.
omoshiroi ne	It's fun, isn't it?
terebi	television
yomimashoo	Let's read.

5.5 SUGGESTED ACTIVITIES

5.5.1 Game: Actions

This game reinforces the six -mashoo forms introduced in the text thus far. The motions for each word should be clarified before the game.

Motions

nomimashoo:	Cup the right hand and show a drinking motion.
tabemashoo:	Use the palm of one hand as a plate. Move the other hand up and down to show the eating motion.

araimashoo: Rub both hands together to show the motion of washing hands.

mimashoo: Use one hand as a shade over the eyes to show the motion of looking far away.

yomimashoo: Put the palms of the hands together and hold them up to show a reading motion.

shimashoo: Wave one hand to indicate, "Come on, let's do something."

The leader stands before the class and gives an oral cue accompanied by a motion that is different from the oral cue. His intention is to mislead the pupils. Those who follow the leader and make the mistake must sit down.

Example: Leader: Araimashoo!
(Motion - drinking)

5.6 NOTES

5.6.1 Structure

Hai,	yomi mi	-MASHOO.

The short answer form using -MASHOO was introduced in Lesson 14, Volume I, as a response to a statement. In this lesson the short answer is given in response to a question.

A. Hon o yomimashoo. (Let's read a book.)
Hai, yomimashoo. (Yes, let's read it.)

B. Hon o yomimashoo ka? (Shall we read a book?)
Hai, yomimashoo. (Yes, let's read it.)

5.6.2 Usage

Omoshiroi ne is introduced in this lesson as a useful expression. This expression is not normally used with superiors. A more polite pattern omoshiroi desu will be introduced in a later volume.

Hon includes a book, magazine, dictionary, etc. Hon o yomimashoo may imply reading a book, magazine, etc.

5.6.3 Culture

Comics and cartoons are very popular among children in Japan. They are featured on television programs and available as printed material. Some of them are bound in hard cover and sold as books. Others are sold as magazines.

5.6.4 Pronunciation

Suggestions for review:

Syllabic n'

man'ga

jan'ken'pon (jan-ken-pon)

en'pitsu

kon'ban wa

kon'nichi wa

nin'gyoo

otan'joobi

sen'sei

kakuren'bo

UNIT 2 LESSON 6

6.1 OBJECTIVES

Review: Lessons 4 and 5.

6.2 EXPRESSIONS

(With Yooko's grandmother)

Obaasan: Yooko san, okashi o tabemashoo ka?

Yooko: Hai, tabemashoo.

Obaasan: Nani o nomimashoo ka?

Yooko: Juusu o nomimashoo.

Obaasan, te o araimashoo.

Obaasan: Hai, araimashoo.

6.3 PRACTICE

6.3.1 Repetition Drill

Teacher: tabemashoo ka?
Class: tabemashoo ka?

Teacher: okashi o tabemashoo ka?
Class: okashi o tabemashoo ka?

Teacher: nomimashoo ka?
Class: nomimashoo ka?

Teacher: juusu o nomimashoo ka?
Class: juusu o nomimashoo ka?

Teacher: araimashoo ka?
Class: araimashoo ka?

Teacher: te o araimashoo ka?
Class: te o araimashoo ka?

Teacher: tabemashoo ka?
Group 1: tabemashoo ka?

Teacher: keeki o tabemashoo ka?
Group 1: keeki o tabemashoo ka?

Teacher: nomimashoo ka?
Group 2: nomimashoo ka?

Teacher: miruku o nomimashoo ka?
Group 2: miruku o nomimashoo ka?

Teacher: araimashoo ka?
Pupil 1: araimashoo ka?

Teacher: kao o araimashoo ka?
Pupil 1: kao o araimashoo ka?

Teacher: shimashoo ka?
Pupil 2: shimashoo ka?

Teacher: kakuren'bo o shimashoo ka?
Pupil 2: kakuren'bo o shimashoo ka?

Teacher: hai, nomimashoo
Class: hai, nomimashoo

Teacher: hai, tabemashoo
Group 1: hai, tabemashoo

Teacher: hai, araimashoo
Pupil 1: hai, araimashoo

6.3.2 Response Drill

Cue: (yes)

Teacher: Aisukuriimu o tabemashoo ka?
Class: Hai, tabemashoo.

Teacher: Omizu o nomimashoo ka?
Group 1: Hai, nomimashoo.

Teacher: Te o araimashoo ka?
Group 2: Hai, araimashoo

Teacher: Hon o yomimashoo ka?
Pupil 1: Hai, yomimashoo.

Teacher: Man'ga o mimashoo ka?
Pupil 2: Hai, mimashoo.

Teacher: Nawatobi o shimashoo ka?
Pupil 3: Hai, shimashoo.

6.3.3 Response Drill

Teacher: Nani o tabemashoo ka?
Cue: (okashi)
Class: Okashi o tabemashoo.

Teacher: Nani o nomimashoo ka?
Cue: (juusu)
Group 1: Juusu o nomimashoo.

Teacher: Nani o shimashoo ka?
Cue: (kakekko)
Group 2: Kakekko o shimashoo.

Teacher: Nani o araimashoo ka?
Cue: (ashi)
Pupil 1: Ashi o araimashoo.

Teacher: Nani o mimashoo ka?
Cue: (terebi)
Pupil 2: Terebi o mimashoo.

Teacher: Nani o yomimashoo ka?
Cue: (hon)
Pupil 3: Hon o yomimashoo.

6.3.4 Response Drill

Group 1: Nani o tabemashoo ka?
Cue: (okashi)
Group 2: Okashi o tabemashoo.

Group 2: Nani o nomimashoo ka?
Cue: (omizu)
Group 1: Omizu o nomimashoo.

Pupil 1: Nani o shimashoo ka?
Cue: (maritsuki)
Pupil 2: Maritsuki o shimashoo.

Pupil 2: Nani o araimashoo ka?
Cue: (mimi)
Pupil 1: Mimi o araimashoo.

Pupil 1: Nani o yomimashoo ka?
Cue: (hon)
Pupil 2: Hon o yomimashoo.

Pupil 2: Nani o mimashoo ka?
Cue: (man'ga)
Pupil 1: Man'ga o mimashoo.

6.3.5 Substitution Drill

(Model)
Cue: (juusu)
Class: Juusu o nomimashoo.

Cue: (hon)
Class: Hon o yomimashoo.

Cue: (keeki)
Group 1: Keeki o tabemashoo.

Cue: (ashi)
Group 2: Ashi o araimashoo.

Cue: (terebi)
Pupil 1: Terebi o mimashoo.

Cue: (kakekko)
Pupil 2: Kakekko o shimashoo.

6.3.6 Chain Drill

Let pupils choose the activities:

Pupil 1: Nani o shimashoo ka?
Pupil 2: Kakuren'bo o shimashoo.
Pupil 3: Nani o shimashoo ka?
Pupil 4: Nawatobi o shimashoo.

Etc.

6.3.7 Chain Drill

Let pupils choose the nouns:

Pupil 1: Nani o nomimashoo ka?
Pupil 2: Juusu o nomimashoo.
Pupil 3: Nani o nomimashoo ka?
Pupil 4: Omizu o nomimashoo.

Etc.

6.3.8 Chain Drill

Let pupils choose the nouns:

Pupil 1: Nani o tabemashoo ka?
Pupil 2: Okashi o tabemashoo.
Pupil 3: Nani o tabemashoo ka?
Pupil 4: Aisukuriimu o tabemashoo.

Etc.

6.3.9 Chain Drill

Let pupils choose the nouns:

Pupil 1: Nani o araimashoo ka?
Pupil 2: Kao o araimashoo.
Pupil 3: Nani o araimashoo ka?
Pupil 4: Te o araimashoo.

Etc.

6.3.10 Memorization Drill

6.3.11 Role Playing

6.4 NEW VOCABULARY

None

6.5 SUGGESTED ACTIVITIES

Refer to Lessons 4 and 5.

6.6 NOTES

None

UNIT 3 LESSON 7

7.1 OBJECTIVES

Use of GA after nani.

Use of SUKI and KIRAI as a part of predicate.

New vocabulary: gohan, niku, pan, tamago, jaa

7.2 EXPRESSIONS

(At the restaurant)

Yooko:	Watashi wa sakana ga suki desu. Masao san wa?
Masao:	Boku wa sakana ga kirai desu.
Okaasan:	Jaa, nani ga suki desu ka?
Masao:	Niku ga suki desu.

7.3 PRACTICE

7.3.1 Repetition Drill

Teacher:	suki desu
Class:	suki desu
Teacher:	sakana ga suki desu
Class:	sakana ga suki desu
Teacher:	kirai desu
Class:	kirai desu
Teacher:	sakana ga kirai desu
Class:	sakana ga kirai desu
Teacher:	suki desu
Group 1:	suki desu

Teacher: gohan ga suki desu
Group 1: gohan ga suki desu

Teacher: suki desu
Group 2: suki desu

Teacher: niku ga suki desu
Group 2: niku ga suki desu

Teacher: suki desu ka?
Class: suki desu ka?

Teacher: nani ga suki desu ka?
Class: nani ga suki desu ka?

Teacher: kirai desu ka?
Class: kirai desu ka?

Teacher: nani ga kirai desu ka?
Class: nani ga kirai desu ka?

Teacher: kirai desu
Group 1: kirai desu

Teacher: pan ga kirai desu
Group 1: pan ga kirai desu

Teacher: kirai desu
Group 2: kirai desu

Teacher: tamago ga kirai desu
Group 2: tamago ga kirai desu

Teacher: suki desu
Pupil 1: suki desu

Teacher: tamago ga suki desu
Pupil 1: tamago ga suki desu

Teacher: kirai desu
Pupil 2: kirai desu

Teacher: gohan ga kirai desu
Pupil 2: gohan ga kirai desu

7.3.2 Response Drill

Teacher: Nani ga suki desu ka?
Cue: (niku)
Class: Niku ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (sakana)
Class: Sakana ga suki desu.

Teacher: Nani ga kirai desu ka?
Cue: (tamago)
Class: Tamago ga kirai desu.

Teacher: Nani ga kirai desu ka?
Cue: (sakana)
Class: Sakana ga kirai desu.

Teacher: Nani ga suki desu ka?
Cue: (pan)
Group 1: Pan ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (gohan)
Group 2: Gohan ga suki desu.

Teacher: Nani ga kirai desu ka?
Cue: (sakana)
Group 1: Sakana ga kirai desu.

Teacher: Nani ga kirai desu ka?
Cue: (niku)
Group 2: Niku ga kirai desu.

Teacher: Nani ga suki desu ka?
Cue: (tamago)
Pupil 1: Tamago ga suki desu.

Teacher: Nani ga kirai desu ka?
Cue: (gohan)
Pupil 2: Gohan ga kirai desu.

(Also: keeki, juusu, miruku, okashi, aisukuriimu)

7.3.3 Response Drill

Cue: (suki)
Group 1: Nani ga suki desu ka?
Cue: (niku)
Group 2: Niku ga suki desu.

Cue: (suki)
Group 2: Nani ga suki desu ka?
Cue: (keeki)
Group 1: Keeki ga suki desu.

Cue: (kirai)
Group 1: Nani ga kirai desu ka?
Cue: (miruku)
Group 2: Miruku ga kirai desu.

Cue: (kirai)
Group 2: Nani ga kirai desu ka?
Cue: (sakana)
Group 1: Sakana ga kirai desu.

7.3.4 Response Drill

Let pupils choose the nouns in the replies:

Cue: (suki)
Pupil 1: Nani ga suki desu ka?
Pupil 2: Okashi ga suki desu.

Cue: (suki)
Pupil 2: Nani ga suki desu ka?
Pupil 1: Juusu ga suki desu.

Cue: (kirai)
Pupil 1: Nani ga kirai desu ka?
Pupil 2: Gohan ga kirai desu.

Cue: (kirai)
Pupil 2: Nani ga kirai desu ka?
Pupil 1: Tamago ga kirai desu.

7.3.5 Chain Drill

Let boys use boku and girls use watashi:

Cue: (suki)
Girl: Watashi wa niku ga suki desu. Anata wa?
Boy: Boku wa sakana ga suki desu. Anata wa?
Girl: Watashi wa tamago ga suki desu. Anata wa?
Boy: Boku wa pan ga suki desu.

Etc.

Cue: (kirai)
Boy: Boku wa sakana ga kirai desu. Anata wa?
Girl: Watashi wa tamago ga kirai desu. Anata wa?
Boy: Boku wa gohan ga kirai desu. Anata wa?
Girl: Watashi wa pan ga kirai desu.

Etc.

7.3.6 Memorization Drill

7.3.7 Role Playing

7.4 NEW VOCABULARY

ga	(See notes)
gohan	cooked rice
jaa	(See notes)
kirai	dislike
niku	meat
pan	bread
suki	like
tamago	egg

7.5 SUGGESTED ACTIVITIES

7.5.1 Song Hato-poppo

Poppopo, hato-poppo.	Pigeons, pigeons,
Mame ga hoshii ka,	Don't you want some beans?
Sora yaru zo.	Here, I'll give you some.
Min'na de nakayoku,	Come and eat them,
Tabe ni koi.	All together and friendly.

7.6 NOTES

7.6.1 Structure

Nani	GA	SUKI	desu	ka?
Sakana		KIRAI		.

Ga is used with the interrogative word nani in this sentence. When a question begins with nani ga, the answer also includes ga.

Nani ga suki desu ka?
Niku ga suki desu.

The adjectival nouns suki and kirai are used as a part of the predicate in this lesson.

Ga normally precedes suki and kirai. Wa preceding suki and kirai will be taught later. When wa and ga are used in one sentence the order is normally as follows:

Niku ga suki desu.
Watashi wa niku ga suki desu.

The word preceding wa is considered to be the topic of a sentence and the word preceding ga is considered to be the subject of a sentence. Sometimes, the topic of a sentence could also be the subject of that sentence. The topic of a sentence in Japanese is often omitted if it is understood.

7.6.2 Usage

Jaa is the contracted form of de wa. It is commonly used in informal conversation. It means "well, then ..."

Masao san wa? is taking place of 'anata wa?' in this lesson, meaning 'How about you, Masao?' This type of sentence is commonly used in daily conversation.

7.6.3 Culture

Hato-poppo is a young child's way of saying hato. The Japanese regard the pigeon as a symbol of peace. They are kept on the grounds of many temples throughout the country. Children buy beans at the temple grounds to feed the pigeons.

7.6.4 Pronunciation

When g appears in any position other than the initial position, it is pronounced as a nasal or soft g. The initial g in relational ga is a soft one, because relationals are always pronounced as a part of the preceding word, phrase or sentence. The soft g sound is similar to ng in the English word singer.

However, there are some people in Tokyo who do not pronounce the soft g. Therefore, it is not absolutely necessary to strictly adhere to the soft g, but pupils should be able to recognize it.

tamago

man'ga

agemashoo

arigatoo

nin'gyoo

UNIT 3 LESSON 8

8.1 OBJECTIVES

Short answers: HAI, SUKI DESU;
IIE, KIRAI DESU.

New vocabulary: banana, mikan, suika, rin'go, kaimashoo

8.2 EXPRESSIONS

(At the supermarket)

Oneesan: Masao san, mikan ga suki desu ka?

Masao: Iie, kirai desu.

Oneesan: Jaa, suika ga suki desu ka?

Masao: Hai, suki desu.

Oneesan: Jaa, suika o kaimashoo.

8.3 PRACTICE

8.3.1 Repetition Drill

Teacher: suki desu ka?
Class: suki desu ka?

Teacher: mikan ga suki desu ka?
Class: mikan ga suki desu ka?

Teacher: suki desu ka?
Group 1: suki desu ka?

Teacher: banana ga suki desu ka?
Group 1: banana ga suki desu ka?

Teacher: suki desu ka?
Group 2: suki desu ka?

Teacher: suika ga suki desu ka?
Group 2: suika ga suki desu ka?

Teacher: suki desu ka?
Pupil 1: suki desu ka?

Teacher: rin'go ga suki desu ka?
Pupil 1: rin'go ga suki desu ka?

Teacher: suki desu ka?
Pupil 2: suki desu ka?

Teacher: suika ga suki desu ka?
Pupil 2: suika ga suki desu ka?

Teacher: banana ga suki desu ka?
Class: banana ga suki desu ka?
Teacher: hai, suki desu
Class: hai, suki desu

Teacher: rin'go ga suki desu ka?
Class: rin'go ga suki desu ka?
Teacher: iie, kirai desu
Class: iie, kirai desu

Teacher: mikan ga suki desu ka?
Group 1: mikan ga suki desu ka?
Teacher: hai, suki desu
Group 2: hai, suki desu

Teacher: suika ga suki desu ka?
Group 2: suika ga suki desu ka?
Teacher: iie, kirai desu
Group 1: iie, kirai desu

Teacher: kaimashoo
Class: kaimashoo

Teacher: banana o kaimashoo
Class: banana o kaimashoo

Teacher: kaimashoo
Group 1: kaimashoo

Teacher: rin'go o kaimashoo
Group 1: rin'go o kaimashoo

Teacher: kaimashoo
Group 2: kaimashoo

Teacher: suika o kaimashoo
Group 2: suika o kaimashoo

Teacher: kaimashoo
Pupil 1: kaimashoo

Teacher: mikan o kaimashoo
Pupil 1: mikan o kaimashoo

Teacher: kaimashoo
Pupil 2: kaimashoo

Teacher: suika o kaimashoo
Pupil 2: suika o kaimashoo

8.3.2 Response Drill

Teacher: Rin'go ga suki desu ka?
Cue: (yes)
Class: Hai, suki desu.

Teacher: Mikan ga suki desu ka?
Cue: (no)
Class: Iie, kirai desu.

Teacher: Suika ga suki desu ka?
Cue: (yes)
Group 1: Hai, suki desu.
Teacher: Suika ga suki desu ka?
Cue: (no)
Group 2: Iie, kirai desu.

Teacher: Banana ga suki desu ka?
Cue: (yes)
Pupil 1: Hai, suki desu.
Teacher: Banana ga suki desu ka?
Cue: (no)
Pupil 2: Iie, kirai desu.

(Also: keeki, juusu, miruku, okashi, aisukuriimu,
gohan, niku, pan, tamago, sakana)

8.3.3 Response Drill

Teacher: Nani o kaimashoo ka?
Cue: (rin'go)
Class: Rin'go o kaimashoo.

Teacher: Nani o kaimashoo ka?
Cue: (okashi)
Class: Okashi o kaimashoo.

Teacher: Nani o kaimashoo ka?
Cue: (aisukuriimu)
Group 1: Aisukuriimu o kaimashoo.

Teacher: Nani o kaimashoo ka?
Cue: (tamago)
Group 2: Tamago o kaimashoo.

Teacher: Nani o kaimashoo ka?
Cue: (niku)
Pupil 1: Niku o kaimashoo.

Teacher: Nani o kaimashoo ka?
Cue: (mikan)
Pupil 2: Mikan o kaimashoo.

8.3.4 Response Drill

Cue: (yes)

Teacher: Banana o kaimashoo ka?
Class: Hai, kaimashoo.

Teacher: Mikan o kaimashoo ka?
Group 1: Hai, kaimashoo.

Teacher: Suika o kaimashoo ka?
Group 2: Hai, kaimashoo.

8.3.5 Response Drill

Give the model by repetition:

(Model)
Teacher: Banana ga suki desu ka?
Group 1: Banana ga suki desu ka?
Teacher: Iie, kirai desu.
Group 2: Iie, kirai desu.
Teacher: Jaa, nani ga suki desu ka?
Group 1: Jaa, nani ga suki desu ka?
Teacher: Rin'go ga suki desu.
Group 2: Rin'go ga suki desu.

Let pupils choose what they like:

Pupil 1: Mikan ga suki desu ka?
Pupil 2: Iie, kirai desu.
Pupil 1: Jaa, nani ga suki desu ka?
Pupil 2: Suika ga suki desu.

8.3.6 Response Drill

(Model)
Teacher: Keeki ga suki desu ka?
Group 1: Keeki ga suki desu ka?
Teacher: Hai, suki desu.
Group 2: Hai, suki desu.
Teacher: Jaa, keeki o kaimashoo.
Group 1: Jaa, keeki o kaimashoo.

Cue: (aisukuriimu)
Pupil 1: Aisukuriimu ga suki desu ka?
Pupil 2: Hai, suki desu.
Pupil 1: Jaa, aisukuriimu o kaimashoo.

8.3.7 Response Drill

(Model)
Teacher: Nani ga suki desu ka?
Group 1: Nani ga suki desu ka?
Teacher: Mikan ga suki desu.
Group 2: Mikan ga suki desu.

Teacher: Jaa, mikan o kaimashoo.
Group 1: Jaa, mikan o kaimashoo.

8.3.8 Chain Drill

Let pupils choose the questions and the replies:

Pupil 1: Rin'go ga suki desu ka?
Pupil 2: Hai, suki desu. or Iie, kirai desu.
Mikan ga suki desu ka?
Pupil 3: Hai, suki desu. or Iie, kirai desu.
Suika ga suki desu ka?

Etc.

8.3.9 Memorization Drill

8.3.10 Role Playing

8.4 NEW VOCABULARY

banana	banana
hai, suki desu	Yes, I like it.
iie, kirai desu	No, I dislike it.
kaimashoo	Let's buy.
mikan	tangerine
rin'go	apple
suika	watermelon

8.5 SUGGESTED ACTIVITIES

8.5.1 Game

Let pupils complete additional visual cards showing the new words. The cards could be used for recognition games where an oral cue is given and the pupils must hold up the corresponding card.

Karuta could also be played using various different cues.

Examples: 1. Cue: Niku wa?
Response: Hai, niku.

2. Cue: Niku o kudasai.
Response: Niku o agemashoo.

3. Cue: Niku ga suki desu ka?
Response: Hai, suki desu.

4. Cue: Niku ga suki desu ka?
Response: Iie, kirai desu.

8.6 NOTES

8.6.1 Structure

None

8.6.2 Usage

The negative form of *suki desu*, *suki ja arimasen*, will be taught later.

8.6.3 Culture

Mikan or mandarin oranges were first brought in to Japan from China many, many years ago. For a long time they were considered a rare luxury and available only to the aristocrats. Today Japan exports large quantities of canned mandarin oranges to the United States.

Rin'go is cultivated in the Toohoku or northeastern region of Japan. Aomori-ken and Akita-ken are well known for their apple orchards.

8.6.4 Pronunciation

Suggestions for review:

ra - ki*ra*i, a*ra*imashoo, itte*ra*sshai

ri - *ri*n'go, to*ri*, ma*ri*tsuki, a*ri*gatoo

ru - taoru, booru, miruku

re - terebi, kirei, dare, kore, sore, kureyon

ro - kuroi, shiroi, omoshiroi

UNIT 3 LESSON 9

9.1 OBJECTIVES

Review: Lessons 7 and 8.

9.2 EXPRESSIONS

(At the park)

Masao: Yooko san, kakekko ga suki desu ka?

Yooko: Iie, kirai desu.
Nawatobi ga suki desu.

Masao: Jaa, nawatobi o shimashoo.

Yooko: Hai, hitotsu, futatsu, mittsu, yottsu, itsutsu,
muttsu, nanatsu, yattsu, kokonotsu, too.

9.3 PRACTICE

9.3.1 Repetition Drill

Teacher: suki desu
Class: suki desu

Teacher: kakekko ga suki desu
Class: kakekko ga suki desu

Teacher: suki desu ka?
Class: suki desu ka?

Teacher: nawatobi ga suki desu ka?
Class: nawatobi ga suki desu ka?

Teacher: suki desu
Group 1: suki desu

Teacher: kakuren'bo ga suki desu
Group 1: kakuren'bo ga suki desu

Teacher: suki desu ka?
Group 2: suki desu ka?

Teacher: maritsuki ga suki desu ka?
Group 2: maritsuki ga suki desu ka?

Teacher: suki desu ka?
Pupil 1: suki desu ka?

Teacher: kakekko ga suki desu ka?
Pupil 1: kakekko ga suki desu ka?

Teacher: suki desu ka?
Pupil 2: suki desu ka?

Teacher: nawatobi ga suki desu ka?
Pupil 2: nawatobi ga suki desu ka?

9.3.2 Response Drill

Teacher: Nani ga suki desu ka?
Cue: (kakekko)
Class: Kakekko ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (nawatobi)
Group 1: Nawatobi ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (maritsuki)
Group 2: Maritsuki ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (kakuren'bo)
Pupil 1: Kakuren'bo ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (hon)
Pupil 2: Hon ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (terebi)
Pupil 3: Terebi ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (man'ga)
Pupil 4: Man'ga ga suki desu.

9.3.3 Response Drill

Teacher: Dare ga suki desu ka?
Cue: (ojiisan)
Class: Ojiisan ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (obaasan)
Group 1: Obaasan ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (otoosan)
Group 2: Otoosan ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (okaasan)
Pupil 1: Okaasan ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (oniisan)
Pupil 2: Oniisan ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (oneesan)
Pupil 3: Oneesan ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (otooto)
Pupil 4: Otooto ga suki desu.

Teacher: Dare ga suki desu ka?
Cue: (imooto)
Pupil 5: Imooto ga suki desu.

9.3.4 Response Drill

Teacher: Nani ga suki desu ka?
Cue: (sakana)
Class: Sakana ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (gohan)
Group 1: Gohan ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (suika)
Group 2: Suika ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (keeki)
Pupil 1: Keeki ga suki desu.

Teacher: Nani ga suki desu ka?
Cue: (miruku)
Pupil 2: Miruku ga suki desu.

9.3.5 Response Drill

Teacher: Kakekko ga suki desu ka?
Cue: (yes)
Class: Hai, suki desu.

Teacher: Kakuren'bo ga suki desu ka?
Cue: (no)
Class: Iie, kirai desu.

Teacher: Nawatobi ga suki desu ka?
Cue: (yes)
Group 1: Hai, suki desu.

Teacher: Nawatobi ga suki desu ka?
Cue: (no)
Group 2: Iie, kirai desu.

Have pupils decide "yes" or "no."

Teacher: Maritsuki ga suki desu ka?
Pupil 1: Hai, suki desu.

Teacher: Maritsuki ga suki desu ka?
Pupil 2: Iie, kirai desu.

9.3.6 Response Drill

Let pupils choose what they like:

Pupil 1: Nani ga suki desu ka?
Pupil 2: Maritsuki ga suki desu.
Pupil 1: Jaa, maritsuki o shimashoo.

Pupil 3: Nani ga suki desu ka?
Pupil 4: Hon ga suki desu.
Pupil 3: Jaa, hon o yomimashoo.

Pupil 5: Nani ga suki desu ka?
Pupil 6: Terebi ga suki desu.
Pupil 5: Jaa, terebi o mimashoo.

Etc.

9.3.7 Chain Drill

Pupil 1: Kakuren'bo ga suki desu ka?
Pupil 2: Hai, suki desu. or Iie, kirai desu.
Kakuren'bo ga suki desu ka?
Pupil 3: Hai, suki desu. or Iie, kirai desu.

Etc.

9.3.8 Memorization Drill

9.3.9 Role Playing

9.4 NEW VOCABULARY

None

9.5 SUGGESTED ACTIVITIES

9.5.1 Game: "I'm Thinking of ..."

Leader: I'm thinking of a word that begins with the "k" sound.

Pupil A: Kakuren'bo desu ka?
Leader: Iie, chigaimasu.
Pupil B: Kakekko desu ka?
Leader: Iie, chigaimasu.
Pupil C: Keeki desu ka?
Leader: Iie, chigaimasu.
Pupil D. Kureyon desu ka?
Leader: Hai, soo desu.

The pupil who guesses correctly stands before the class and becomes the new leader.

9.6 NOTES

9.6.1 Structure

None

9.6.2 Usage

Dare ga used in the question dare ga suki desu ka is for pupils' passive learning. It is introduced to elicit the answers.

9.6.3 Culture

Rubber balls are popular as bouncing balls among Japanese children. These were introduced in the early Meiji era. Until that time children bounced cotton balls that were covered with colorful silk threads. Cotton balls are still popular among the girls as an ornament as the designs are very attractive.

9.6.4 Pronunciation

Suggestions for review:

The k in the Japanese language is not aspirated like the k in the English language.

ka - akai, kasa, okashi, sakana, kao, suika

ki - kirai, suki, ookii, maritsuki

ku - kutsu, niku, boku, kuchi, kuroi, miruku

ke - keeki, kakekko, jan-ken-pon

ko - kore, neko, taiko, kokonotsu

UNIT 4 LESSON 10

10.1 OBJECTIVES

Use of DON'NA.

New vocabulary: kame, nezumi, usagi, kawaii

10.2 EXPRESSIONS

(At the pet shop)

Yooko: Don'na inu ga suki desu ka?

Masao: Ookii inu ga suki desu.

Yooko: Watashi wa chiisai inu ga suki desu.

Masao: Yooko san, mite kudasai!

Yooko: Kawaii usagi desu ne!

10.3 PRACTICE

10.3.1 Repetition Drill

Teacher: suki desu ka?
Class: suki desu ka?

Teacher: inu ga suki desu ka?
Class: inu ga suki desu ka?

Teacher: don'na inu ga suki desu ka?
Class: don'na inu ga suki desu ka?

Teacher: suki desu ka?
Group 1: suki desu ka?

Teacher: kame ga suki desu ka?
Group 1: kame ga suki desu ka?

Teacher: don'na kame ga suki desu ka?
Group 1: don'na kame ga suki desu ka?

Teacher: ookii kame ga suki desu
Group 2: ookii kame ga suki desu

Teacher: nezumi ga suki desu ka?
Group 2: nezumi ga suki desu ka?

Teacher: don'na nezumi ga suki desu ka?
Group 2: don'na nezumi ga suki desu ka?

Teacher: chiisai nezumi ga suki desu
Pupil 1: chiisai nezumi ga suki desu

Teacher: usagi ga suki desu ka?
Pupil 1: usagi ga suki desu ka?

Teacher: don'na usagi ga suki desu ka?
Pupil 1: don'na usagi ga suki desu ka?

Teacher: kawaii usagi ga suki desu.
Pupil 1: kawaii usagi ga suki desu.

Teacher: kawaii usagi desu ne!
Class: kawaii usagi desu ne!

Teacher: kawaii nezumi desu ne!
Group 1: kawaii nezumi desu ne!

Teacher: kawaii kame desu ne!
Group 2: kawaii kame desu ne!

Teacher: kawaii neko desu ne!
Pupil 1: kawaii neko desu ne!

Teacher: kawaii inu desu ne!
Pupil 2: kawaii inu desu ne!

10.3.2 Response Drill

Teacher: Don'na inu ga suki desu ka?
Cue: (ookii inu)
Class: Ookii inu ga suki desu.

Teacher: Don'na inu ga suki desu ka?
Cue: (chiisai inu)
Class: Chiisai inu ga suki desu.

Teacher: Don'na kame ga suki desu ka?
Cue: (ookii kame)
Group 1: Ookii kame ga suki desu.

Teacher: Don'na kame ga suki desu ka?
Cue: (chiisai kame)
Group 2: Chiisai kame ga suki desu.

Teacher: Don'na usagi ga suki desu ka?
Cue: (shiroi usagi)
Pupil 1: Shiroi usagi ga suki desu.

Teacher: Don'na nezumi ga suki desu ka?
Cue: (shiroi nezumi)
Pupil 2: Shiroi nezumi ga suki desu.

(Additional nouns and adjectives: uma, neko, tori, sakana, etc. with ookii, chiisai, shiroi, kuroi, aoi, and akai)

10.3.3 Response Drill

Using the pictures of animals:

(Model)
Teacher: Minasan, mite kudasai.
Cue: (kawaii neko)
Teacher: Kawaii neko desu ne.

Teacher: Minasan, mite kudasai.
Cue: (kawaii inu)
Group 1: Kawaii inu desu ne.

Teacher: Minasan, mite kudasai.
Cue: (kawaii usagi)
Group 2: Kawaii usagi desu ne.

10.3.4 Response Drill

Cue: (uma)
Group 1: Don'na uma ga suki desu ka?
Cue: (chiisai uma)
Group 2: Chiisai uma ga suki desu.

Cue: (neko)
Group 1: Don'na neko ga suki desu ka?
Cue: (kuroi neko)
Group 2: Kuroi neko ga suki desu.

Cue: (kame)
Pupil 1: Don'na kame ga suki desu ka?
Cue: (chiisai kame)
Pupil 2: Chiisai kame ga suki desu.

Cue: (inu)
Pupil 3: Don'na inu ga suki desu ka?
Cue: (ookii inu)
Pupil 4: Ookii inu ga suki desu.

10.3.5 Chain Drill

Use the pictures of animals:

Pupil 1: Merii san, mite kudasai.
Mary: Kawaii neko desu ne.

Mary: Jooji san, mite kudasai.
George: Kawaii inu desu ne.

George: Jon san, mite kudasai.
John: Kawaii nezumi desu ne.

Etc.

10.3.6 Chain Drill

Let pupil choose adjective and noun (animal):

Pupil 1: Don'na neko ga suki desu ka?

Pupil 2: Ookii neko ga suki desu.
Don'na inu ga suki desu ka?
Pupil 3: Chiisai inu ga suki desu.

Etc.

10.3.7 Memorization Drill

10.3.8 Role Playing

10.4 NEW VOCABULARY

don'na	what kind of
kame	tortoise
kawaii	darling; sweet; cute; etc.
nezumi	mouse; rat
usagi	rabbit

10.5 SUGGESTED ACTIVITIES

10.5.1 Song

Usagi

Usagi, usagi,	Rabbit, rabbit,
Nani mite haneru?	Why are you hopping?
Juugoya otsuki sama,	I see the full moon,
Mite haneru.	That's why I'm hopping.

10.5.2 Art Activity

The lesson suggests a mural or individual paintings and drawings of a pet shop scene. Encourage pupils to include fishes and birds in the picture.

The art work can be used for individual presentation of short dialogues or sentences.

10.5.3 Reading a Story

The story of "Usagi to Kame" is accompanied by a set of visuals.

1. Kame san, kakekko o shimashoo ka?
   (Mr. Tortoise, shall we race?)

   Hai, shimashoo.
   (Yes, let's do it.)

2. Usagi wa hayai desu.
   (The rabbit is fast.)

3. Kame wa noroi desu.
   (The tortoise is slow.)

4. Usagi wa hitonemuri.
   (The rabbit takes a short nap.)

5. Kame no kachi desu. Usagi no make desu.
   (The tortoise wins. The rabbit is the loser.)

10.6 NOTES

10.6.1 Structure

DON'NA	neko	ga
Ookii		

suki	desu	ka?
		.

Don'na is an interrogative word. It precedes a noun and means 'what kind of ...'. In this lesson the reply is limited to adjectives modifying the noun.

Don'na neko ga suki desu ka?

Ookii)
Chiisai) neko ga suki desu.
Shiroi)
Kuroi)

10.6.2 Usage

None

10.6.3 Culture

The fifteenth night mentioned in the song refers to the full moon of August, based on the lunar calendar. Families prepare offerings to the moon and place them on little stands in the garden or on the veranda. The offerings consist of dan'go (rice dumplings), fruits and vegetables of the season. A vase of pampas grass (susuki) is also placed with the food. Children and adults partake the special food and enjoy viewing the full moon.

10.6.4 Pronunciation

Suggestions for review:

ma - uma, man'ga, maritsuki

mi - mimi, miruku, mittsu, nezumi

mu - muttsu

me - kame, me, omedetoo

mo - imooto, omoshiroi

UNIT 4 LESSON 11

11.1 OBJECTIVES

New Vocabulary: kuma, raion, saru, tora, zoo, doobutsu

11.2 EXPRESSIONS

(At the zoo)

Masao: Yooko san, tora ga suki desu ka?

Yooko: Iie, kirai desu.

Masao: Jaa, don'na doobutsu ga suki desu ka?

Yooko: Watashi wa raion ga suki desu.

11.3 PRACTICE

11.3.1 Repetition Drill

Teacher: tora ga suki desu
Class: tora ga suki desu

Teacher: kuma ga suki desu
Class: kuma ga suki desu

Teacher: raion ga suki desu
Group 1: raion ga suki desu

Teacher: saru ga suki desu
Group 2: saru ga suki desu

Teacher: zoo ga suki desu
Pupil 1: zoo ga suki desu

Teacher: raion ga suki desu
Pupil 2: raion ga suki desu

Teacher: suki desu ka?
Class: suki desu ka?

Teacher: doobutsu ga suki desu ka?
Class: doobutsu ga suki desu ka?

Teacher: don'na doobutsu ga suki desu ka?
Class: don'na doobutsu ga suki desu ka?

Teacher: suki desu ka?
Group 1: suki desu ka?

Teacher: doobutsu ga suki desu ka?
Group 1: doobutsu ga suki desu ka?

Teacher: don'na doobutsu ga suki desu ka?
Group 1: don'na doobutsu ga suki desu ka?

Teacher: suki desu ka?
Pupil 1: suki desu ka?

Teacher: doobutsu ga suki desu ka?
Pupil 1: doobutsu ga suki desu ka?

Teacher: don'na doobutsu ga suki desu ka?
Pupil 1: don'na doobutsu ga suki desu ka?

Teacher: kirai desu ka?
Class: kirai desu ka?

Teacher: doobutsu ga kirai desu ka?
Class: doobutsu ga kirai desu ka?

Teacher: don'na doobutsu ga kirai desu ka?
Class: don'na doobutsu ga kirai desu ka?

Teacher: kirai desu ka?
Group 1: kirai desu ka?

Teacher: doobutsu ga kirai desu ka?
Group 1: doobutsu ga kirai desu ka?

Teacher: don'na doobutsu ga kirai desu ka?
Group 1: don'na doobutsu ga kirai desu ka?

Teacher: kirai desu ka?
Pupil 1: kirai desu ka?

Teacher: doobutsu ga kirai desu ka?
Pupil 1: doobutsu ga kirai desu ka?

Teacher: don'na doobutsu ga kirai desu ka?
Pupil 1: don'na doobutsu ga kirai desu ka?

Teacher: zoo ga suki desu ka?
Group 1: zoo ga suki desu ka?

Teacher: chiisai zoo ga suki desu
Group 1: chiisai zoo ga suki desu

Teacher: don'na kuma ga suki desu ka?
Group 2: don'na kuma ga suki desu ka?

Teacher: shiroi kuma ga suki desu
Group 2: shiroi kuma ga suki desu

Teacher: don'na tori ga kirai desu ka?
Group 3: don'na tori ga kirai desu ka?

Teacher: akai tori ga kirai desu
Group 3: akai tori ga kirai desu

11.3.2 Response Drill

Teacher: Kuma ga suki desu ka?
Cue: (yes)
Class: Hai, suki desu.

Teacher: Raion ga suki desu ka?
Cue: (no)
Class: Iie, kirai desu.

Teacher: Zoo ga suki desu ka?
Cue: (yes)
Group 1: Hai, suki desu.
Teacher: Zoo ga suki desu ka?
Cue: (no)
Group 2: Iie, kirai desu.

Teacher: Saru ga suki desu ka?
Cue: (yes)
Pupil 1: Hai, suki desu.
Teacher: Saru ga suki desu ka?
Cue: (no)
Pupil 2: Iie, kirai desu.

11.3.3 Response Drill

Teacher: Don'na doobutsu ga suki desu ka?
Cue: (raion)
Class: Raion ga suki desu.

Teacher: Don'na doobutsu ga kirai desu ka?
Cue: (zoo)
Class: Zoo ga kirai desu.

Teacher: Don'na doobutsu ga suki desu ka?
Cue: (kuma)
Group 1: Kuma ga suki desu.

Teacher: Don'na doobutsu ga kirai desu ka?
Cue: (tora)
Group 2: Tora ga kirai desu.

(Additional nouns: kame, nezumi, usagi, uma, inu, neko)

11.3.4 Response Drill

Group 1: Don'na doobutsu ga suki desu ka?
Cue: (raion)
Group 2: Raion ga suki desu.

Group 2: Don'na doobutsu ga kirai desu ka?
Cue: (kuma)
Group 1: Kuma ga kirai desu.

11.3.5 Response Drill

Let pupils choose what they like:

Pupil 1: Don'na doobutsu ga suki desu ka?
Pupil 2: Usagi ga suki desu.

Pupil 2: Don'na doobutsu ga suki desu ka?
Pupil 1: Kame ga suki desu.

Pupil 1: Don'na doobutsu ga kirai desu ka?
Pupil 2: Nezumi ga kirai desu.

Pupil 2: Don'na doobutsu ga kirai desu ka?
Pupil 1: Inu ga kirai desu.

11.3.6 Chain Drill

Let pupils choose the nouns in the questions:

Teacher: Saru ga suki desu ka?
Pupil 1: Hai, suki desu. or Iie, kirai desu.
Pupil 2: Neko ga suki desu ka?
Pupil 3: Hai, suki desu. or Iie, kirai desu.

Etc.

11.3.7 Chain Drill

Let pupils choose the animal they like:

Teacher: Don'na doobutsu ga suki desu ka?
Pupil 1: Uma ga suki desu.
Pupil 2: Don'na doobutsu ga suki desu ka?
Pupil 3: Saru ga suki desu.

Etc.

11.3.8 Chain Drill

Let pupils choose the animal they don't like:

Teacher: Don'na doobutsu ga kirai desu ka?
Pupil 1: Kuma ga kirai desu.
Pupil 2: Don'na doobutsu ga kirai desu ka?
Pupil 3: Zoo ga kirai desu.

Etc.

11.3.9 Memorization Drill

11.3.10 Role Playing

11.4 NEW VOCABULARY

doobutsu	animals
kuma	bear
raion	lion
saru	monkey
tora	tiger
zoo	elephant

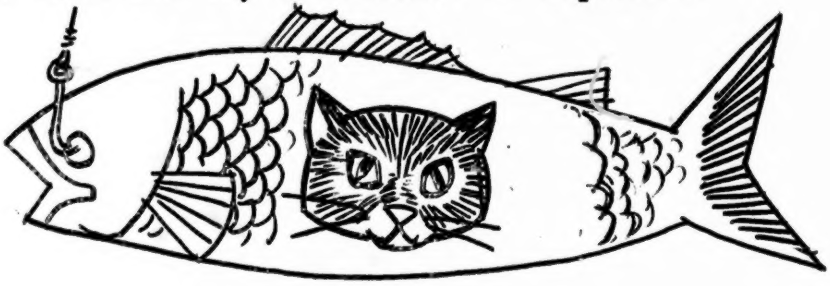
11.5 SUGGESTED ACTIVITIES

11.5.1 Fishing Game

This game reinforces vocabulary items and also serves to review different sentence patterns.

Cut out fishes from construction paper and make a perforation near the mouth. Draw or paste pictures of animals, objects, and other nouns on the fish cutout. Use a bamboo pole or an oblong stick as the fishing pole. Attach a hook at the end of the string.

Let one child toss the fishing pole. The fish cutouts could be kept in a large box and the cover can be used as a screen. Another child is in charge of placing a cutout on the hook. When the pupil removes the fish cutout from the hook he is to use the noun and say a sentence in Japanese.



Examples: Watashi no neko desu.
Kore wa shiroi neko desu.
Kawaii neko desu yo.
Ookii neko desu ne.

Etc.

11.6 NOTES

11.6.1 Structure

None

11.6.2 Usage

Don'na doobutsu ga... Don'na in this lesson is used with a general term 'doobutsu.' Therefore, the answer is expected to be a specific kind of animal, such as kuma, tora, saru, etc.

11.6.3 Culture

The largest and most famous zoo in Tokyo is located in Ueno Park. The zoo is very crowded on weekends and holidays as people visit the zoo and spend a leisurely day at the park. The zoo is owned by the city of Tokyo. A small admission fee is charged.

11.6.4 Pronunciation

Suggestions for review:

ra - raion, tora, kirai

ri - rin'go, tori, maritsuki

ru - saru, taoru, miruku

re - dare, kirei, kore

ro - kuroi, shiroi, omoshiroi

UNIT 4 LESSON 12

12.1 OBJECTIVES

Review: Lessons 10 and 11.

12.2 EXPRESSIONS

(At the street corner)

Masao: Yooko san, don'na jidoosha ga suki desu ka?

Yooko: Watashi wa akai jidoosha ga suki desu.
Masao san wa?

Masao: Boku wa aoi jidoosha ga suki desu yo.

12.3 PRACTICE

12.3.1 Repetition Drill

Teacher: jidoosha ga suki desu ka?
Class: jidoosha ga suki desu ka?

Teacher: don'na jidoosha ga suki desu ka?
Class: don'na jidoosha ga suki desu ka?

Teacher: kasa ga suki desu ka?
Group 1: kasa ga suki desu ka?

Teacher: don'na kasa ga suki desu ka?
Group 1: don'na kasa ga suki desu ka?

Teacher: hana ga suki desu ka?
Group 2: hana ga suki desu ka?

Teacher: don'na hana ga suki desu ka?
Group 2: don'na hana ga suki desu ka?

Teacher: kutsu ga suki desu ka?
Pupil 1: kutsu ga suki desu ka?

Teacher: don'na kutsu ga suki desu ka?
Pupil 1: don'na kutsu ga suki desu ka?

Teacher: jidoosha ga suki desu
Class: jidoosha ga suki desu

Teacher: akai jidoosha ga suki desu
Class: akai jidoosha ga suki desu

Teacher: jidoosha ga suki desu
Group 1: jidoosha ga suki desu

Teacher: aoi jidoosha ga suki desu
Group 1: aoi jidoosha ga suki desu

Teacher: jidoosha ga suki desu
Group 2: jidoosha ga suki desu

Teacher: kuroi jidoosha ga suki desu
Group 2: kuroi jidoosha ga suki desu

Teacher: hana ga suki desu
Class: hana ga suki desu

Teacher: shiroi hana ga suki desu
Class: shiroi hana ga suki desu

Teacher: hana ga suki desu
Group 1: hana ga suki desu

Teacher: akai hana ga suki desu
Group 1: akai hana ga suki desu

Teacher: hana ga suki desu
Group 2: hana ga suki desu

Teacher: aoi hana ga suki desu
Group 2: aoi hana ga suki desu

12.3.2 Response Drill

Teacher: Don'na jidoosha ga suki desu ka?
Cue: (akai jidoosha)
Class: Akai jidoosha ga suki desu.

Teacher: Don'na jidoosha ga suki desu ka?
Cue: (kuroi jidoosha)
Group 1: Kuroi jidoosha ga suki desu.

Teacher: Don'na jidoosha ga suki desu ka?
Cue: (aoi jidoosha)
Group 2: Aoi jidoosha ga suki desu.

Teacher: Don'na kutsu ga suki desu ka?
Cue: (kuroi kutsu)
Class: Kuroi kutsu ga suki desu.

Teacher: Don'na kutsu ga suki desu ka?
Cue: (shiroi kutsu)
Group 1: Shiroi kutsu ga suki desu.

Teacher: Don'na kutsu ga suki desu ka?
Cue: (akai kutsu)
Group 2: Akai kutsu ga suki desu.

Teacher: Don'na hana ga suki desu ka?
Cue: (aoi hana)
Class: Aoi hana ga suki desu.

Teacher: Don'na hana ga suki desu ka?
Cue: (akai hana)
Group 1: Akai hana ga suki desu.

Teacher: Don'na hana ga suki desu ka?
Cue: (shiroi hana)
Group 2: Shiroi hana ga suki desu.

12.3.3 Response Drill

Teacher: Don'na doobutsu ga suki desu ka?
Cue: (nezumi)
Class: Nezumi ga suki desu.

Teacher: Don'na doobutsu ga suki desu ka?
Cue: (saru)
Group 1: Saru ga suki desu.

Teacher: Don'na doobutsu ga suki desu ka?
Cue: (tora)
Group 2: Tora ga suki desu.

12.3.4 Response Drill

Teacher: Don'na kasa ga kirai desu ka?
Cue: (ookii kasa)
Class: Ookii kasa ga kirai desu.

Teacher: Don'na doobutsu ga kirai desu ka?
Cue: (ookii inu)
Group 1: Ookii inu ga kirai desu.

Teacher: Don'na jidoosha ga kirai desu ka?
Cue: (shiroi jidoosha)
Group 2: Shiroi jidoosha ga kirai desu.

12.3.5 Substitution Drill

Let pupils choose suki or kirai in their responses:

(Model)
Cue: (akai tori)
Teacher: Akai tori ga suki desu. or
Akai tori ga kirai desu.

Cue: (aoi jidoosha)
Pupil 1: Aoi jidoosha ga suki (or kirai) desu.

Cue: (shiroi hana)
Pupil 2: Shiroi hana ga suki (or kirai) desu.

Cue: (kuroi kutsu)
Pupil 3: Kuroi kutsu ga suki (or kirai) desu.

Cue: (ookii neko)
Pupil 4: Ookii neko ga suki (or kirai) desu.

Cue: (kuroi inu)
Pupil 5: Kuroi inu ga suki (or kirai) desu.

12.3.6 Response Drill

Use the picture of two cars:

Cue: (suki)
Group 1: Don'na jidoosha ga suki desu ka?
Cue: (chiisai jidoosha)
Group 2: Chiisai jidoosha ga suki desu.

Cue: (kirai)
Group 2: Don'na jidoosha ga kirai desu ka?
Cue: (shiroi jidoosha)
Group 3: Shiroi jidoosha ga kirai desu.

12.3.7 Response Drill

Use the picture of animals:

Cue: (suki)
Pupil 1: Don'na doobutsu ga suki desu ka?
Cue: (chiisai kuma)
Pupil 2: Chiisai kuma ga suki desu.

Cue: (kirai)
Pupil 2: Don'na doobutsu ga kirai desu ka?
Cue: (ookii inu)
Pupil 3: Ookii inu ga kirai desu.

12.3.8 Chain Drill

Let pupils choose the type of cars they like:

Pupil 1: Boku wa akai jidoosha ga suki desu. Anata wa?
Pupil 2: Watashi wa aoi jidoosha ga suki desu. Anata wa?
Pupil 3: Boku wa chiisai jidoosha ga suki desu. Anata wa?

Etc.

12.3.9 Chain Drill

Let pupils choose the animal they like:

Pupil 1: Watashi wa shiroi kuma ga suki desu. Anata wa?
Pupil 2: Boku wa chiisai nezumi ga suki desu. Anata wa?
Pupil 3: Watashi wa ookii inu ga suki desu.

Etc.

12.3.10 Memorization Drill

12.3.11 Role Playing

12.4 NEW VOCABULARY

None

12.5 SUGGESTED ACTIVITIES

12.5.1 Animal Karuta

Combine the adjectives and animals in different ways to make several sets of cards on animals.

Example: ookii)
chiisai)
kawaii) kuma
shiroi)
kuroi)

Students can be assigned to complete the different visuals on cards. This can be done at home or in school. Magazine illustrations can be used too. Some suggestions for oral cues and oral responses are as follows:

Cue: Ookii kuma ga suki desu.
Pupil: Ookii kuma ga kirai desu.

Cue: Ookii kuma ga kirai desu.
Pupil: Ookii kuma ga suki desu.

Cue: Shiroi kuma wa?
Pupil: Hai, shiroi kuma.

Cue: Shiroi kuma o kudasai.
Pupil: Shiroi kuma o agemashoo.

The pupil who has the most cards at the end of the game is the winner.

Animal Sounds

One pupil is selected 'it.' Another child disguises his voice and makes an animal sound. 'It' must try to guess the animal within three tries. If he doesn't, his penalty is to sing a Japanese song.

'It':	Tora desu ka?
Pupil:	Iie, chigaimasu.
'It':	Neko desu ka?
Pupil:	Hai, soo desu.

If 'it' guesses correctly, the pupil who made the animal sound is the next 'it.'

12.6 NOTES

12.6.1 Structure

None

12.6.2 Usage

None

12.6.3 Culture

Driving a family automobile was a luxury enjoyed by a small group of Japanese for a great many years. However, family car ownership has become very popular within the past ten years. Part of the increase in automobiles is due to the higher standard of living enjoyed by the Japanese in the post-war economy. Another reason is Japan's growing role in small car production for export and local use.

12.6.4 Pronunciation

Suggestions for review:

oo - jidoosha, Yooko, doobutsu, ookii

UNIT 5 LESSON 13

13.1 OBJECTIVES

Use of DOKO with relational E.

Useful expressions: CHOTTO MATTE NE;
HAYAKU!

New vocabulary: gakkoo, maaketto, umi, yama, ikimashoo

13.2 EXPRESSIONS

(Going to school)

Masao: Yooko san, gakkoo e ikimashoo.

Yooko: Masao san, chotto matte ne.

Masao: Yooko san, hayaku!

Yooko: Okaasan, itte mairimasu.

Okaasan: Itterasshai.

Yooko: Masao san, ikimashoo.

13.3 PRACTICE

13.3.1 Repetition Drill

Teacher: ikimashoo
Class: ikimashoo

Teacher: gakkoo e ikimashoo
Class: gakkoo e ikimashoo

Teacher: ikimashoo
Class: ikimashoo

Teacher: maaketto e ikimashoo
Class: maaketto e ikimashoo

Teacher: ikimashoo
Group 1: ikimashoo

Teacher: umi e ikimashoo
Group 1: umi e ikimashoo

Teacher: ikimashoo
Group 2: ikimashoo

Teacher: yama e ikimashoo
Group 2: yama e ikimashoo

Teacher: ikimashoo
Pupil 1: ikimashoo

Teacher: gakkoo e ikimashoo
Pupil 1: gakkoo e ikimashoo

Teacher: ikimashoo
Pupil 2: ikimashoo

Teacher: yama e ikimashoo
Pupil 2: yama e ikimashoo

Teacher: matte ne
Class: matte ne

Teacher: chotto matte ne
Class: chotto matte ne

Teacher: hayaku
Class: hayaku

Teacher: chotto matte ne
Group 1: chotto matte ne

Teacher: hayaku
Group 2: hayaku

Teacher: ikimashoo ka?
Class: ikimashoo ka?

Teacher: doko e ikimashoo ka?
Class: doko e ikimashoo ka?

Teacher: ikimashoo ka?
Group 1: ikimashoo ka?

Teacher: doko e ikimashoo ka?
Group 1: doko e ikimashoo ka?

13.3.2 Substitution Drill

(Model)
Cue: (gakkoo)
Teacher: Gakkoo e ikimashoo.

Cue: (yama)
Class: Yama e ikimashoo.

Cue: (umi)
Class: Umi e ikimashoo.

Cue: (maaketto)
Class: Maaketto e ikimashoo.

Cue: (gakkoo)
Group 1: Gakkoo e ikimashoo.

Cue: (yama)
Group 2: Yama e ikimashoo.

Cue: (umi)
Pupil 1: Umi e ikimashoo.

Cue: (maaketto)
Pupil 2: Maaketto e ikimashoo.

13.3.3 Substitution Drill

(Model)
Cue: (gakkoo)
Teacher: Gakkoo e ikimashoo ka?

Cue: (umi)
Class: Umi e ikimashoo ka?

Cue: (maaketto)
Group 1: Maaketto e ikimashoo ka?

Cue: (gakkoo)
Group 2: Gakkoo e ikimashoo ka?

Cue: (yama)
Pupil 1: Yama e ikimashoo ka?

Cue: (umi)
Pupil 2: Umi e ikimashoo ka?

13.3.4 Response Drill

Teacher: Doko e ikimashoo ka?
Cue: (gakkoo)
Class: Gakkoo e ikimashoo.

Teacher: Doko e ikimashoo ka?
Cue: (yama)
Group 1: Yama e ikimashoo.

Teacher: Doko e ikimashoo ka?
Cue: (umi)
Group 2: Umi e ikimashoo.

13.3.5 Response Drill

Let pupils choose where to go:

Teacher: Doko e ikimashoo ka?
Pupil 1: Maaketto e ikimashoo.

Teacher: Doko e ikimashoo ka?
Pupil 1: Gakkoo e ikimashoo.

13.3.6 Response Drill

Pupil 1: Doko e ikimashoo ka?
Cue: (yama)
Class: Yama e ikimashoo.

Pupil 2: Doko e ikimashoo ka?
Cue: (umi)
Class: Umi e ikimashoo.

13.3.7 Chain Drill

Let pupils choose where to go:

Pupil 1: Doko e ikimashoo ka?
Pupil 2: Maaketto e ikimashoo.

Pupil 3: Doko e ikimashoo ka?
Pupil 4: Gakkoo e ikimashoo.

Etc.

13.3.8 Chain Drill

Mary: Jon san, chotto matte ne.
John: Merii san, hayaku!

George: Suuzan san, chotto matte ne.
Susan: Jooji san, hayaku!

Etc.

13.3.9 Memorization Drill

13.3.10 Role Playing

13.4 NEW VOCABULARY

chotto matte ne	Wait a minute, won't you?
doko	where; what place
e	(See notes)
gakkoo	school
hayaku	Hurry up!; quickly!
ikimashoo	Let's go.
maaketto	market
umi	beach; the sea
yama	mountain

13.5 SUGGESTED ACTIVITIES

13.5.1 Song:

Tsuki

Deta, deta, tsuki ga.
Ma-a-rui, ma-a-rui,
Man-marui,
Bon no yoo na tsuki ga.

The moon is out
A round, round moon
As round as a round tray.

Note: Encourage pupils to use their hands and body movements to dramatize the song.

13.6 NOTES

13.6.1 Structure

DOKO	E	ikimashoo	ka?
Umi			.

E preceded by place nouns gives the sense of direction.

Gakkoo e ikimashoo. (Let's go to school.)

A group of verbs, such as iku, kaeru, kuru, etc. requires the use of e with the place nouns.

Doko is an interrogative word and is equivalent to the English word "where."

Gakkoo wa doko desu ka? (Where is the school?)

13.6.2 Usage

Chotto matte ne is a less formal way of saying "Chotto matte kudasai." Therefore, this expression should not be used when addressing superiors. The formal expression will be introduced later.

Hayaku! is also a short, informal expression used commonly among good friends and family members.

13.6.3 Culture

Small speciality shops or stores have been popular business enterprises throughout Japan for many years. The Japanese housewife visits many different shops in order to complete her marketing. For example, she goes to the butcher store, fish store, vegetable store, candy store, rice store, etc. Supermarkets are relatively new in Japan. They are located in large cities and tend to be smaller than those in the United States.

13.6.4 Pronunciation

Suggestions for review:

tt - chotto, matte, itte, maaketto

kk - gakkoo, kakekko

UNIT 5 LESSON 14

14.1 OBJECTIVES

Short answers: HAI, IKIMASHOO;
IIE, IKIMASEN.

New vocabulary: doyoobi, getsuyoobi, kayoobi, kin'yoobi, kyoo, naniyoobi, nichiyoobi, mokuyoobi, suiyoobi

14.2 EXPRESSIONS

(Looking at the calendar)

Yooko: Kyoo wa naniyoobi desu ka?

Masao: Kyoo wa doyoobi desu yo.

Yooko: Umi e ikimashoo ka?

Masao: Iie, ikimasen.

Yooko: Jaa, yama e ikimashoo.

Masao: Hai, ikimashoo.

14.3 PRACTICE

14.3.1 Repetition Drill

Teacher: naniyoobi desu ka?
Class: naniyoobi desu ka?

Teacher: kyoo wa naniyoobi desu ka?
Class: kyoo wa naniyoobi desu ka?

Teacher: getsuyoobi desu
Class: getsuyoobi desu

Teacher: kyoo wa getsuyoobi desu
Class: kyoo wa getsuyoobi desu

Teacher: kayoobi desu
Class: kayoobi desu

Teacher: kyoo wa kayoobi desu
Class: kyoo wa kayoobi desu

Teacher: suiyoobi desu
Group 1: suiyoobi desu

Teacher: kyoo wa suiyoobi desu
Group 1: kyoo wa suiyoobi desu

Teacher: mokuyoobi desu
Group 2: mokuyoobi desu

Teacher: kyoo wa mokuyoobi desu
Group 2: kyoo wa mokuyoobi desu

Teacher: kin'yoobi desu
Pupil 1: kin'yoobi desu

Teacher: kyoo wa kin'yoobi desu
Pupil 1: kyoo wa kin'yoobi desu

Teacher: doyoobi desu
Pupil 2: doyoobi desu

Teacher: kyoo wa doyoobi desu
Pupil 2: kyoo wa doyoobi desu

Teacher: nichiyoobi desu
Pupil 3: nichiyoobi desu

Teacher: kyoo wa nichiyoobi desu
Pupil 3: kyoo wa nichiyoobi desu

Teacher: umi e ikimashoo ka?
Class: umi e ikimashoo ka?
Teacher: hai, ikimashoo
Class: hai, ikimashoo

Teacher: yama e ikimashoo ka?
Class: yama e ikimashoo ka?
Teacher: iie, ikimasen
Class: iie, ikimasen

Teacher: gakkoo e ikimashoo ka?
Group 1: gakkoo e ikimashoo ka?
Teacher: hai, ikimashoo
Group 1: hai, ikimashoo

Teacher: maaketto e ikimashoo ka?
Group 2: maaketto e ikimashoo ka?
Teacher: iie, ikimasen
Group 2: iie, ikimasen

14.3.2 Response Drill

Teacher: Doko e ikimashoo ka?
Cue: (yama)
Class: Yama e ikimashoo.

Teacher: Doko e ikimashoo ka?
Cue: (umi)
Group 1: Umi e ikimashoo.

Teacher: Doko e ikimashoo ka?
Cue: (gakkoo)
Pupil 1: Gakkoo e ikimashoo.

14.3.3 Response Drill

Teacher: Maaketto e ikimashoo ka?
Cue: (yes)
Class: Hai, ikimashoo.

Teacher: Gakkoo e ikimashoo ka?
Cue: (no)
Class: Iie, ikimasen.

Teacher: Umi e ikimashoo ka?
Cue: (yes)
Group 1: Hai, ikimashoo.

Teacher: Umi e ikimashoo ka?
Cue: (no)
Group 2: Iie, ikimasen.

Teacher: Yama e ikimashoo ka?
Cue: (yes)
Pupil 1: Hai, ikimashoo.

Teacher: Yama e ikimashoo ka?
Cue: (no)
Pupil 1: Iie, ikimasen.

14.3.4 Response Drill

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (getsuyoobi)
Class: Kyoo wa getsuyoobi desu.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (kayoobi)
Group 1: Kyoo wa kayoobi desu.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (suiyoobi)
Group 2: Kyoo wa suiyoobi desu.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (mokuyoobi)
Pupil 1: Kyoo wa mokuyoobi desu.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (kin'yoobi)
Pupil 2: Kyoo wa kin'yoobi desu.

14.3.5 Response Drill

Group 1: Kyoo wa naniyoobi desu ka?
Cue: (doyoobi)
Group 2: Kyoo wa doyoobi desu.

Group 2: Kyoo wa naniyoobi desu ka?
Cue: (nichiyoobi)
Group 1: Kyoo wa nichiyoobi desu.

Etc.

14.3.6 Substitution Drill

(Model)
Teacher: Kyoo wa kayoobi desu.
Cue: (getsuyoobi)
Class: Kyoo wa getsuyoobi desu.

Cue: (suiyoobi)
Group 1: Kyoo wa suiyoobi desu.

Cue: (kin'yoobi)
Group 2: Kyoo wa kin'yoobi desu.

Cue: (nichiyoobi)
Pupil 1: Kyoo wa nichiyoobi desu.

Cue: (mokuyoobi)
Pupil 2: Kyoo wa mokuyoobi desu.

Cue: (Saturday)
Class: Kyoo wa doyoobi desu.

Cue: (Monday)
Group 1: Kyoo wa getsuyoobi desu.

Cue: (Thursday)
Group 2: Kyoo wa mokuyoobi desu.

Cue: (Sunday)
Pupil 1: Kyoo wa nichiyoobi desu.

Cue: (Tuesday)
Pupil 2: Kyoo wa kayoobi desu.

14.3.7 Chain Drill

Pupil 1: Kyoo wa naniyoobi desu ka?
Cue: (getsuyoobi)
Pupil 2: Kyoo wa getsuyoobi desu.

Pupil 3: Kyoo wa naniyoobi desu ka?
Cue: (kayoobi)
Pupil 4: Kyoo wa kayoobi desu.

Etc.

14.3.8 Chain Drill

Let pupils choose where to go:

Pupil 1: Doko e ikimashoo ka?
Pupil 2: Umi e ikimashoo.

Pupil 3: Doko e ikimashoo ka?
Pupil 4: Yama e ikimashoo.

Etc.

14.3.9 Chain Drill

Pupil 1: Gakkoo e ikimashoo ka?
Pupil 2: Hai, ikimashoo. or Iie, ikimasen.

Pupil 3: Maaketto e ikimashoo ka?
Pupil 4: Hai, ikimashoo. or Iie, ikimasen.

Etc.

14.3.10 Memorization Drill

14.3.11 Role Playing

14.4 NEW VOCABULARY

doyoobi	Saturday
getsuyoobi	Monday
hai, ikimashoo	Yes, let's go.
iie, ikimasen	No, I'm not going.
kayoobi	Tuesday
kin'yoobi	Friday
kyoo	today
naniyoobi	what day (of the week)
nichiyoobi	Sunday
mokuyoobi	Thursday
suiyoobi	Wednesday

14.5 SUGGESTED ACTIVITIES

14.5.1 Game: Fruit Basket

Assign each pupil a name of the day in the week. Arrange the chairs in a circle or in rows, leaving ample space for pupils to move about. If space is not available in the classroom, let them sit at their regular seats. Remove one chair so that 'it' does not have a place to sit. His aim is to try to find a seat for himself.

'It' calls out a day of the week. For example, when 'it' calls out kayoobi, all the pupils who were assigned Tuesday must change their seats. During the change 'it' finds himself a seat. The kayoobi pupil who was unsuccessful in finding another seat is the next 'it.'

> Variation: More than one day of the week can be called out. There will be more pupils moving around and the class might tend to be noisy. However, the game becomes more exciting and interesting.

14.6 NOTES

14.6.1 Structure

Hai,	iki	-mashoo.
Iie,		-MASEN.

The polite imperfect form of the verb iku is ikimasu. The negative form is ikimasen. Iie, ikimasen is taught as a short answer in this lesson.

14.6.2 Usage

The contracted form of naniyoobi is nan'yoobi. The latter is less formal and is more commonly used in colloquial conversation. Since the desu and masu style used in this text is more formal than the daily conversation among friends and familiar people, naniyoobi is introduced in the lesson.

14.6.3 Culture

The days of the week represent the sun, moon, and the five natural elements of fire, water, wood, metal and earth. The Japanese adopted the Chinese system in developing their calendar.

14.6.4 Pronunciation

Emphasis suggested:

yoo - doyoobi, getsuyoobi, kayoobi, kin'yoobi, kyoo, naniyoobi, nichiyoobi, mokuyoobi, suiyoobi

final n - ikimasen

UNIT 5 LESSON 15

15.1 OBJECTIVES

Review: Lessons 13 and 14.

15.2 EXPRESSIONS

(Masao and Yooko's activities during the week)

Yooko: Kyoo wa nichiyoobi desu.
Umi e ikimashoo.

Masao: Kyoo wa getsuyoobi desu.
Gakkoo e ikimashoo.

Yooko: Kyoo wa kayoobi desu.
Hon o yomimashoo.

Masao: Kyoo wa suiyoobi desu.
Suika o tabemashoo.

Yooko: Kyoo wa mokuyoobi desu.
Kakuren'bo o shimashoo.

Masao: Kyoo wa kin'yoobi desu.
Keeki o kaimashoo.

Yooko: Kyoo wa doyoobi desu.
Terebi o mimashoo.

15.3 PRACTICE

15.3.1 Repetition Drill

Teacher: kyoo wa getsuyoobi desu
Class: kyoo wa getsuyoobi desu
Teacher: gakkoo e ikimashoo
Class: gakkoo e ikimashoo

Teacher: kyoo wa kayoobi desu
Group 1: kyoo wa kayoobi desu
Teacher: hon o yomimashoo
Group 1: hon o yomimashoo

Teacher: kyoo wa suiyoobi desu
Group 2: kyoo wa suiyoobi desu
Teacher: suika o tabemashoo
Group 2: suika o tabemashoo

Teacher: kyoo wa mokuyoobi desu
Pupil 1: kyoo wa mokuyoobi desu
Teacher: kakuren'bo o shimashoo
Pupil 1: kakuren'bo o shimashoo

Teacher: kyoo wa kin'yoobi desu
Pupil 2: kyoo wa kin'yoobi desu
Teacher: keeki o kaimashoo
Pupil 2: keeki o kaimashoo

15.3.2 Response Drill

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (nichiyoobi)
Class: Kyoo wa nichiyoobi desu.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (mokuyoobi)
Group 1: Kyoo wa mokuyoobi desu.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (kin'yoobi)
Pupil 1: Kyoo wa kin'yoobi desu.

15.3.3 Response Drill

Teacher: Gakkoo e ikimashoo ka?
Cue: (yes)
Class: Hai, ikimashoo.

Teacher: Hon o yomimashoo ka?
Cue: (yes)
Class: Hai, yomimashoo.

Teacher: Suika o tabemashoo ka?
Cue: (yes)
Group 1: Hai, tabemashoo.

Teacher: Kakuren'bo o shimashoo ka?
Cue: (yes)
Group 2: Hai, shimashoo.

Teacher: Keeki o kaimashoo ka?
Cue: (yes)
Pupil 1: Hai, kaimashoo.

Teacher: Terebi o mimashoo ka?
Cue: (yes)
Pupil 2: Hai, mimashoo.

Teacher: Umi e ikimashoo ka?
Cue: (yes)
Pupil 3: Hai, ikimashoo.

15.3.4 Response Drill

Use the visuals showing the various activities as cues to elicit the responses:

Teacher: Nani o shimashoo ka?
Cue: (umi e ikimashoo)
Class: Umi e ikimashoo.

Teacher: Nani o shimashoo ka?
Cue: (terebi o mimashoo)
Group 1: Terebi o mimashoo.

Teacher: Nani o shimashoo ka?
Cue: (keeki o kaimashoo)
Group 2: Keeki o kaimashoo.

Teacher: Nani o shimashoo ka?
Cue: (kakuren'bo o shimashoo)
Pupil 1: Kakuren'bo o shimashoo.

Teacher: Nani o shimashoo ka?
Cue: (suika o tabemashoo)
Pupil 2: Suika o tabemashoo.

15.3.5 Response Drill

Use the visuals showing the various activities as cues to elicit the responses:

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (doyoobi)
Class: Kyoo wa doyoobi desu.
Teacher: Nani o shimashoo ka?
Cue: (terebi o mimashoo)
Class: Terebi o mimashoo.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (nichiyoobi)
Group 1: Kyoo wa nichiyoobi desu.
Teacher: Nani o shimashoo ka?
Cue: (umi e ikimashoo)
Group 1: Umi e ikimashoo.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (getsuyoobi)
Group 2: Kyoo wa getsuyoobi desu.
Teacher: Nani o shimashoo ka?
Cue: (gakkoo e ikimashoo)
Group 2: Gakkoo e ikimashoo.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (kayoobi)
Pupil 1: Kyoo wa kayoobi desu.
Teacher: Nani o shimashoo ka?
Cue: (hon o yomimashoo)
Pupil 1: Hon o yomimashoo.

Teacher: Kyoo wa naniyoobi desu ka?
Cue: (suiyoobi)
Pupil 2: Kyoo wa suiyoobi desu.
Teacher: Nani o shimashoo ka?
Cue: (suika o tabemashoo)
Pupil 2: Suika o tabemashoo.

15.3.6 Chain Drill

Let pupils choose the activities:

Pupil 1: Nani o shimashoo ka?
Pupil 2: Nawatobi o shimashoo.

Pupil 3: Nani o shimashoo ka?
Pupil 4: Man'ga o mimashoo.

Etc.

15.3.7 Chain Drill

Let pupils choose the days of the week and the activities:

Pupil 1: Kyoo wa naniyoobi desu ka?
Pupil 2: Kyoo wa mokuyoobi desu.
Pupil 1: Nani o shimashoo ka?
Pupil 2: Kakuren'bo o shimashoo.

Pupil 3: Kyoo wa naniyoobi desu ka?
Pupil 4: Kyoo wa kin'yoobi desu.
Pupil 3: Nani o shimashoo ka?
Pupil 4: Keeki o kaimashoo.

Etc.

15.3.8 Substitution Drill

Let pupils complete the sentences by providing the proper verbs for the words given as cues:

(Model)
Cue: (suika)
Teacher: Suika o tabemashoo.

Cue: (hon)
Class: Hon o yomimashoo.

Cue: (umi)
Class: Umi e ikimashoo.

Cue: (gakkoo)
Group 1: Gakkoo e ikimashoo.

Cue: (kakuren'bo)
Group 2: Kakuren'bo o shimashoo.

Cue: (keeki)
Pupil 1: Keeki o kaimashoo.

Cue: (terebi)
Pupil 2: Terebi o mimashoo.

15.3.9 Memorization Drill

15.3.10 Role Playing

15.4 NEW VOCABULARY

None

15.5 SUGGESTED ACTIVITIES

15.5.1 Game

This game aims to reinforce most of the nouns and all of the *-mashoo* forms introduced in volumes I and II. The pupils have a wide range of choice in selecting their responses.

A soft rubber ball is needed for the game. A pupil tosses the ball to another pupil and calls out a noun. The pupil catching the ball must respond with an appropriate *-mashoo* form. He then tosses the ball to another person and calls out a noun. If an improper *-mashoo* form is used by the receiver, he is eliminated from the game.

Example: Pupil A: gohan (tosses the ball)

Pupil B: gohan o tabemashoo
terebi

Pupil C: terebi o mimashoo
nawatobi

Pupil D: nawatobi o shimashoo
gakkoo

Etc.

Note: Review the *-mashoo* forms before the game. They are:

1. agemashoo
2. araimashoo
3. tabemashoo
4. nomimashoo
5. shimashoo
6. mimashoo
7. yomimashoo
8. kaimashoo
9. ikimashoo

Use the index and review the nouns that are applicable to this game. Indicate the ones that are obviously not suitable.

15.6 NOTES

15.6.1 Structure

None

15.6.2 Usage

Nani o shimashoo ka? was introduced in Volume II, Lesson 4. The replies were limited to the activities that could be used with shimashoo.

In this lesson the same question is used to elicit replies ending in other -mashoo form verbs.

Examples: Nani o shimashoo ka?

Suika o tabemashoo.
Gakkoo e ikimashoo.

15.6.3 Culture

None

15.6.4 Pronunciation

None

GENERAL REVIEW

KAMISHIBAI
(Paper-play)

1. Maaketto

Okaasan: Kyoo wa kin'yoobi desu ne.

Masao: Hai, soo desu.

Okaasan: Jaa, maaketto e ikimashoo ka?

Masao: Hai, ikimashoo.

* * * * *

Masao: Okaasan, nani o kaimashoo ka?

Okaasan: Sakana o kaimashoo ka?

Masao: Boku wa sakana ga kirai desu.

Okaasan: Jaa, niku o kaimashoo.

* * * * *

Masao: Okaasan, banana o kaimashoo ka?

Okaasan: Iie.

Masao: Rin'go o kaimashoo ka?

Okaasan: Iie.

Masao: Jaa, suika o kaimashoo ka?

Okaasan: Hai, suika o kaimashoo ne.

* * * * *

Masao: Okaasan, keeki o kaimashoo.

Okaasan: Hai, kaimashoo.

Masao: Pan wa?

Okaasan: Hai, kaimashoo.

2. Doobutsu

Yooko: Masao san, hon o yomimashoo!

Masao: Hai, yomimashoo.

* * * * *

Masao: Yooko san, mite kudasai.

Yooko: Ookii kame desu ne!

Masao: Yooko san, don'na doobutsu ga suki desu ka?

Yooko: Watashi wa saru ga suki desu yo.

Masao: Ookii saru ga suki desu ka?

Yooko: Iie, chiisai saru ga suki desu.
Masao san, mite kudasai.

Masao: Kawaii saru desu ne.

3. Mikan

Yooko: Okaasan, mikan o tabemashoo ka?

Okaasan: Hai, tabemashoo.

Yooko: Oniisan, mikan o agemashoo ka?

Oniisan: Hai, mikan o kudasai.

Yooko: Kore wa oniisan no mikan desu.

Oniisan: Doomo arigatoo.

Yooko: Kore wa okaasan no mikan desu.

Okaasan: Doomo arigatoo.

Yooko: Kore wa watashi no mikan desu.

Oniisan: Kore wa dare no mikan desu ka?

Yooko: Otoosan no mikan desu yo.

NOTES:

The *kamishibai* follows Lesson 15 and serves as a general review lesson for Volume II. Pupils are encouraged to role play the different situations when they are familiar with the expressions. It is important to allow flexibility in any dialogue adaptation offered by the pupils.

Pronunciation Review

The following list of words can be used to evaluate sound discrimination skills. In each pair one word was taught in ELEMENTARY SCHOOL TEXT, Volumes I and II. The other word sounds very much like the one learned by the pupils but it is slightly different. It is suggested that the teacher pronounce both words to see if pupils can recognize the word taught in class. This word is noted with an asterisk.

1. d and r discrimination:

*doko - roko

royoobi - *doyoobi

*kirai - kidai

*raion - daion

din'go - *rin'go

*tora - toda

tedebi - *terebi

2. i and e discrimination:

*kame - kami

mekan - *mikan

*nezumi - nezume

*rin'go - ren'go

sueka - *suika

*yomimashoo - yomemashoo

meruku - *miruku

*taiko - taeko

3. tsu and su discrimination:

*kutsu - kusu

marisuki - *maritsuki

*suika - tsuika

tsuki - *suki

*suiyoobi - tsuiyoobi

isusu - *itsutsu

4. Double consonants:

*matte - mate

kakeko - *kakekko

*itte mairimasu - ite mairimasu

mitsu - *mittsu

*muttsu - mutsu

yatsu - *yattsu

*yottsu - yotsu

5. Double vowels:

gakko - *gakkoo

*doyoobi - doyobi

*keeki - keki

dobutsu - *doobutsu

*oneesan - onesan

*maaketto - maketto

ojisan - *ojiisan

*chiisai - chisai

kaasa - *kasa

*taoru - taooru

aooi - *aoi

miimi - *mimi

*tori - toori

6. Nasal (soft) n' discrimination:

*don'na - dona

maga - *man'ga

*rin'go - rigo

konichi wa - *kon'nichi wa

SPECIAL ACTIVITIES

Special activities related to two Japanese festivals are suggested in this section. Activities and background information may be utilized for practical and enrichment purposes, depending on the pupils' interests and the time available. The teacher may use the background information to stimulate their understanding of the Japanese culture. The activities can be conducted in the Japanese language class or in another period during the week of the festival.

KODOMO NO HI (Children's Day) - May 5th

KODOMO NO HI, formerly known as Tan'go-no-sekku or Boys' Day, is now celebrated as a national holiday in Japan. The importance of expressing thanks for the healthy growth of boys and praying for their strength and continued good health are stressed on this day.

The families display warrior dolls, miniature arms such as swords, war helmets, bows and arrows in the tokonoma (an alcove in a Japanese room). The dolls represent samurai heroes who are famous for their physical and mental feats in Japanese history and legends. Koi-nobori or carp streamers are hoisted on long poles which are set in the garden. The cloth carps vary in size and are either red or black.

The traditional delicacy served on KODOMO NO HI is kashiwamochi, sweet rice cakes wrapped in oak leaves.

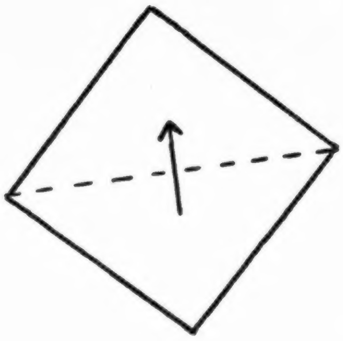
Another feature of this holiday is preparing the shoobu-yu. Iris or sweet flag leaves are added to hot bath water. The Japanese believe that the shoobu leaves have the charm to expel sickness and evil spirits.

Suggested Activities

1. If available, use the bulletin board to display pictures related to Children's Day.
2. As an art activity, use irogami to fold paper carps. Directions are as follows:
    a. Draw and color the setting for the carps, showing roof tops, poles, trees, clouds, etc.
    b. Fold the colored paper according to directions.

Carp streamer A

(1)



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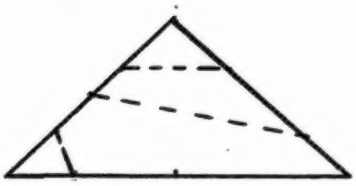

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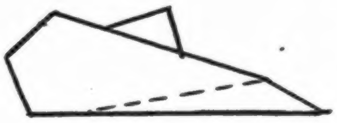

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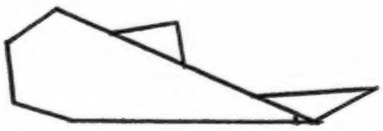
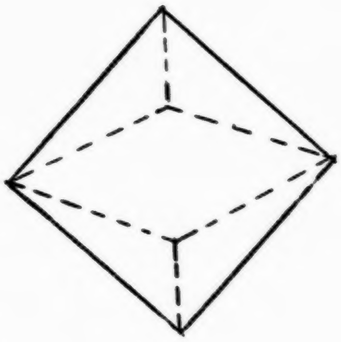


Carp streamer B

(1)



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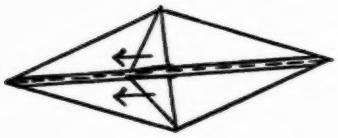

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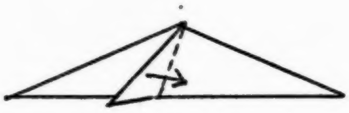

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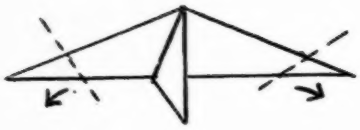
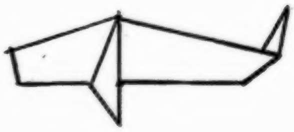
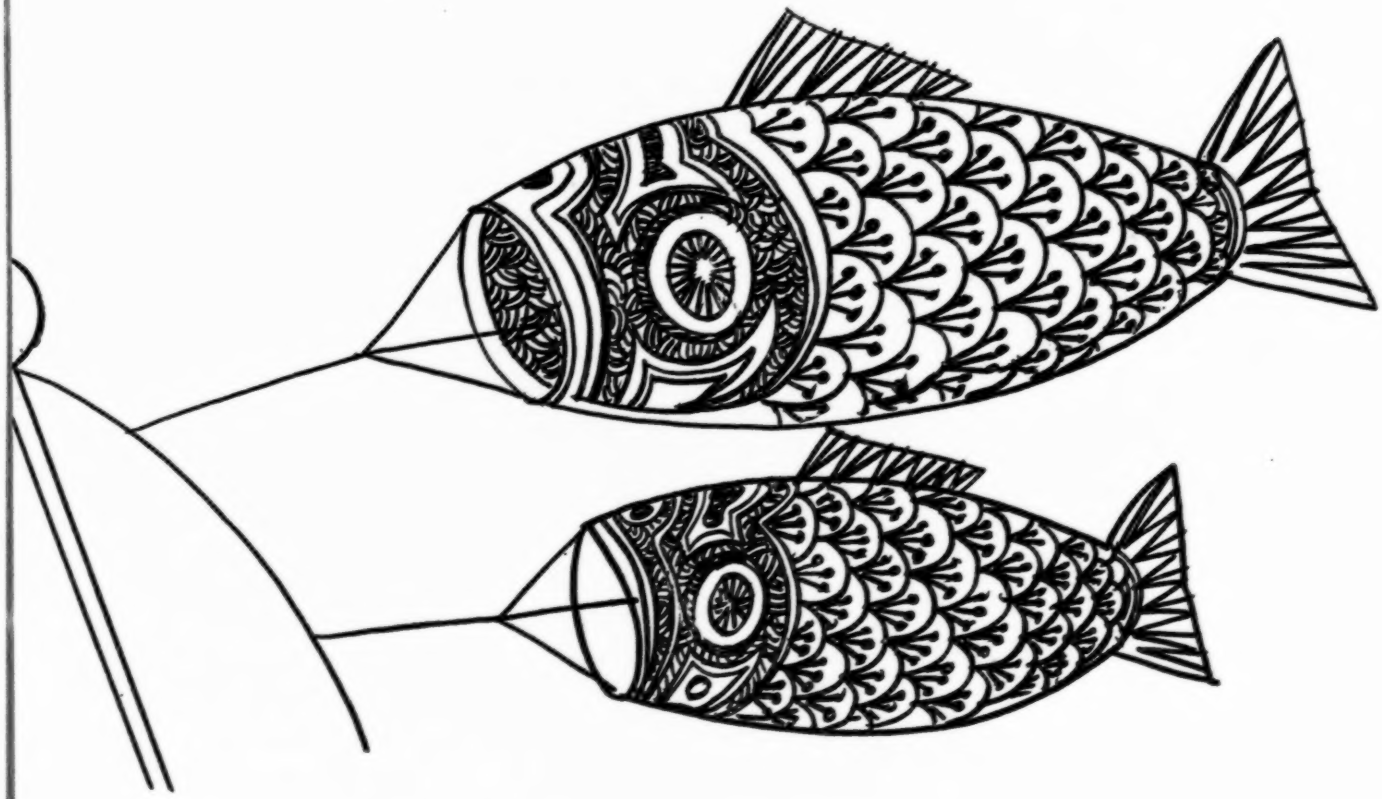


Fold into body Fold into body

(5)





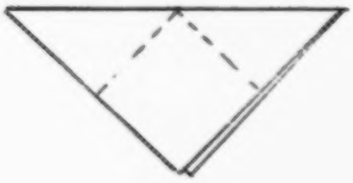
3. A samurai helmet can be folded with a large sheet of newspaper or made with irogami. For the latter, draw and color a group of children playing with swords. Paste the paper helmets over the children's heads.

   As a group activity, pupils can make a large collage. Fold paper carps and samurai helmets of different colors and sizes. Draw the appropriate background setting.

   Directions for the samurai helmet are as follows:

Samurai helmet

(1)



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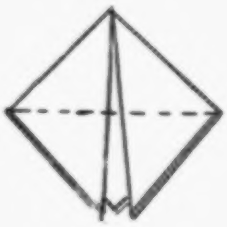

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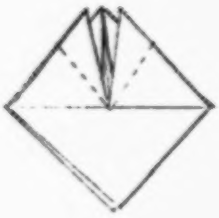

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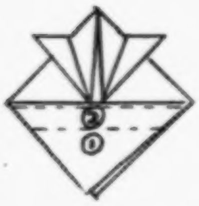

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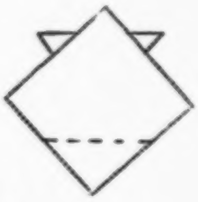
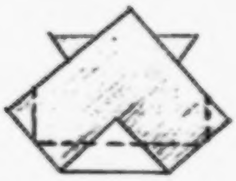


(6)



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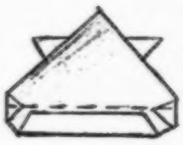

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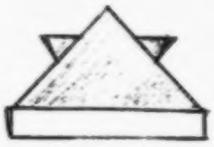

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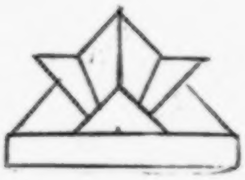


4. Song: Koi-nobori

Yane yori takai koi-nobori;
Ookii magoi wa otoosan.
Chiisai higoi wa kodomo-tachi,
Omoshiro soo ni oyoideru.

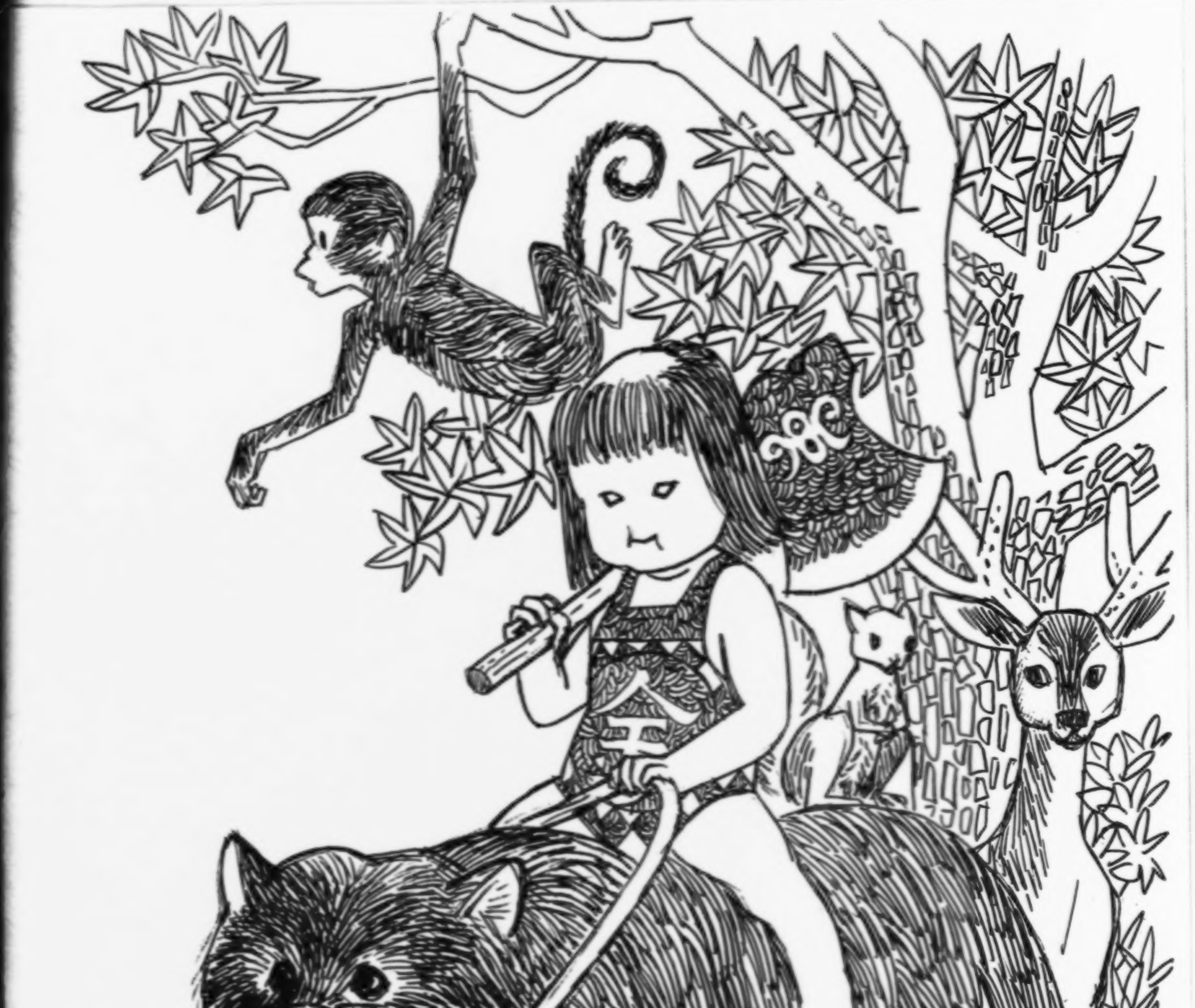
The carps are fluttering high above the roofs;
The big black carp is the father.
The small red carps are the children,
They seem to be swimming and having fun.

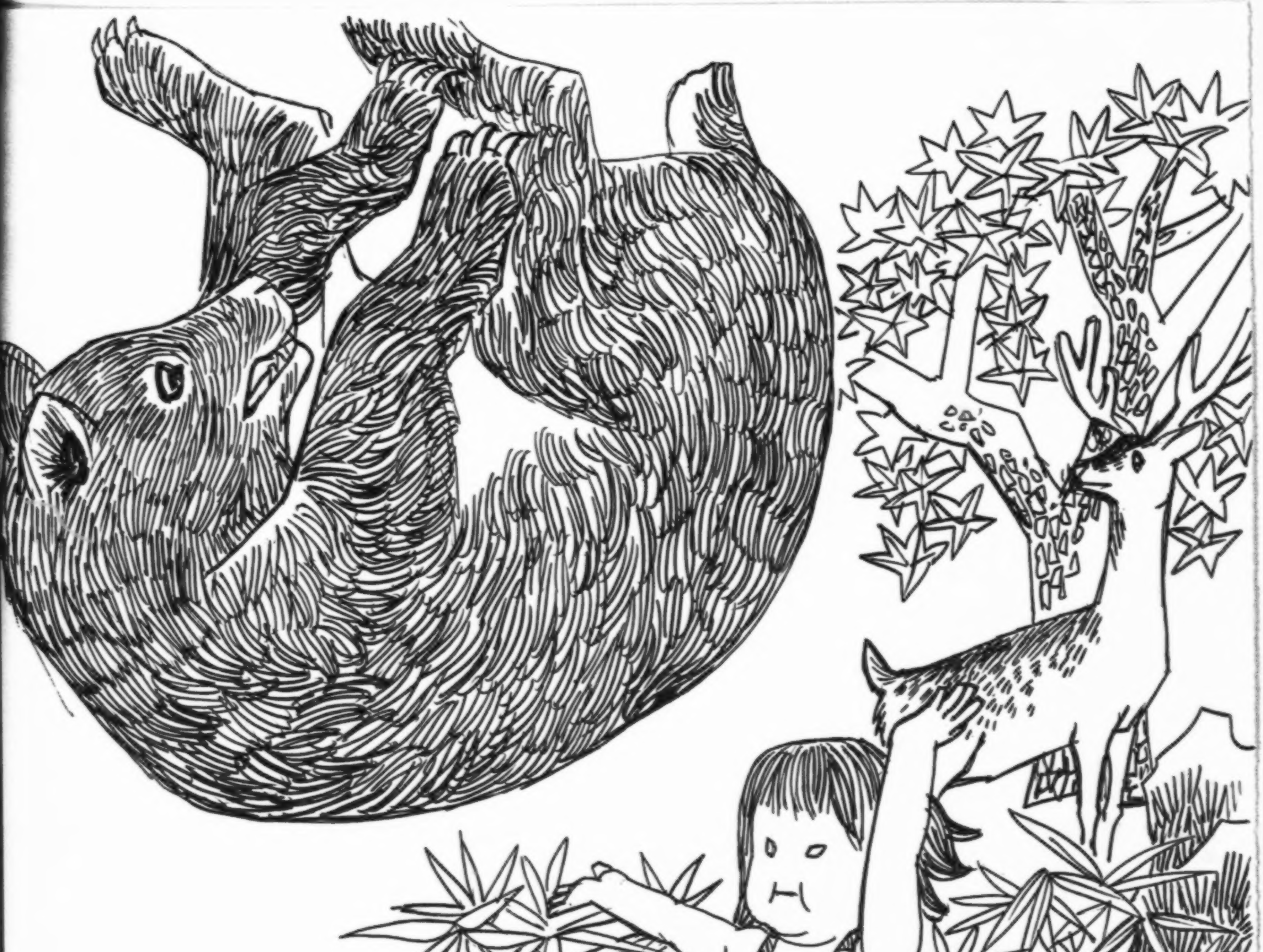
5. Story of Kin'taroo

Kin'taroo is the childhood name of Kin'toki Sakata, a samurai who lived in the 10th century. It is believed that Kin'toki was among the four brave men who fought and killed Shuten'nooji (a demon) under the leadership of general Raiko Minamoto. Shuten'nooji is a legend, but Kin'toki existed historically, as his name is found in the Japanese history books of the 10th century.

Kin'taroo's childhood is a famous legend cherished by Japanese families. He is a symbol of bravery, strength, and health--qualities which are desirable for boys. Kin'taroo dolls are commonly found in the display of Boys' Day dolls in Japanese homes on May 5th.

Kin'taroo was raised in the mountain of Ashigara by his





mother. He played with the forest animals as there were no other playmates. One of his favorite pastimes was to wrestle with the bears in a sumoo match. Kin'taroo also used the bears to practice horseback riding. He usually carried a masakari (broad ax) which was used to obtain kindling wood for his mother.

6. Song: Kin'taroo

Masakari katsuide, Kin'taroo
Kuma ni matagari, ouma no keiko.
Haishi-doo-doo, hai-doo-doo.
Haishi-doo-doo, hai-doo-doo.

Kin'taroo, with his broad ax,
Rides on a bear to practice horseback riding.
Haishi-doo-doo, hai-doo-doo.
Haishi-doo-doo, hai-doo-doo.

TANABATA FESTIVAL - July 7th

The Tanabata Festival is sometimes known as Hoshi-matsuri or the Festival of the Stars.

On this day bamboo branches are set up in front of Japanese homes. The children and women tie different colored papers, tan'zaku, on the bamboo branches. They write wishes and poems on the oblong sheets of red, yellow, green, white and black colored papers. The bamboo branches are also decorated with origami made by the women and children.

According to Chinese legend, the Weaver star (Vega), a celestial princess, fell in love with a handsome Herdsman star (Altair). They were so deeply in love that the herdsman allowed his cattle to stray and the weaver neglected her work. This angered the Emperor of Heaven and he caused the two lovers to remain on the opposite sides of the Milky Way, allowing them to see each other once every year on the evening of July the 7th. It is said that if it rains the meeting becomes impossible, so the Japanese people pray for fair weather on the night of the Tanabata Festival.

The activities for the Tanabata Festival may be conducted in late May or in early June.

Suggested Activities

1. If available, display pictures of Tanabata activities on the bulletin board.
2. As an art activity, let the pupils tie colored tan'zaku origami on a bamboo branch. If bamboo is not available, draw a branch on a sheet of paper and paste the colored paper to produce the collage effect.

3. Song: Tanabata

Sasa no ha sara, sara,
Nokiba ni yureru.
Ohoshi-sama kira, kira.
Kin-gin sunago.

Bamboo leaves are solftly swaying in the breeze,
Under the eaves.
Stars are shining brightly.
Like silver and gold dust in the sky.

INDEX

B

banana .... L 8

C

chotto matte ne .... L 13

D

dare .... L 1
doko .... L 13
don'na .... L 10
doobutsu .... L 11
doyoobi .... L 14

E

e .... L 13

G

ga .... L 7
gakkoo .... L 13
getsuyoobi .... L 14
gohan .... L 7

H

hayaku .... L 13

I

ikimasen .... L 14
ikimashoo .... L 13
imooto .... L 2

J

jaa .... L 7
jan-ken-pon .... L 4

K

kaimashoo .... L 8
kakekko .... L 4
kakuren'bo .... L 4
kame .... L 10
kasa .... L 1
kawaii .... L 10
kayoobi .... L 14
kin'yoobi .... L 14
kirai .... L 7
kirei desu ne .... L 1
kuma .... L 11
kutsu .... L 1
kyoo .... L 14

M

maaketto .... L 13
man'ga .... L 5
maritsuki .... L 4
mikan .... L 8
mimashoo .... L 5
mite kudasai .... L 1
*mitsuketa .... L 4
mokuyoobi .... L 14

N

nani .... L 4
naniyoobi .... L 14
nawatobi .... L 4
nezumi .... L 10
nichiyoobi .... L 14
niku..................... L 7
no .... L 1

O

obaasan .... L 2
ojiisan .... L 2
omoshiroi ne .... L 5
otooto .... L 2

*Passive learning only

P

pan .... L 7

R

raion .... L 11
rin'go .... L 8

S

saru .... L 11
shashin .... L 2
shimashoo .... L 4
suika .... L 8
suiyoobi .... L 14
suki .... L 7

T

tamago .... L 7
taoru .... L 1
terebi .... L 5
tora .... L 11

U

umi .... L 13
usagi .... L 10

Y

yama .... L 13
yomimashoo .... L 5

Z

zoo .... L 11

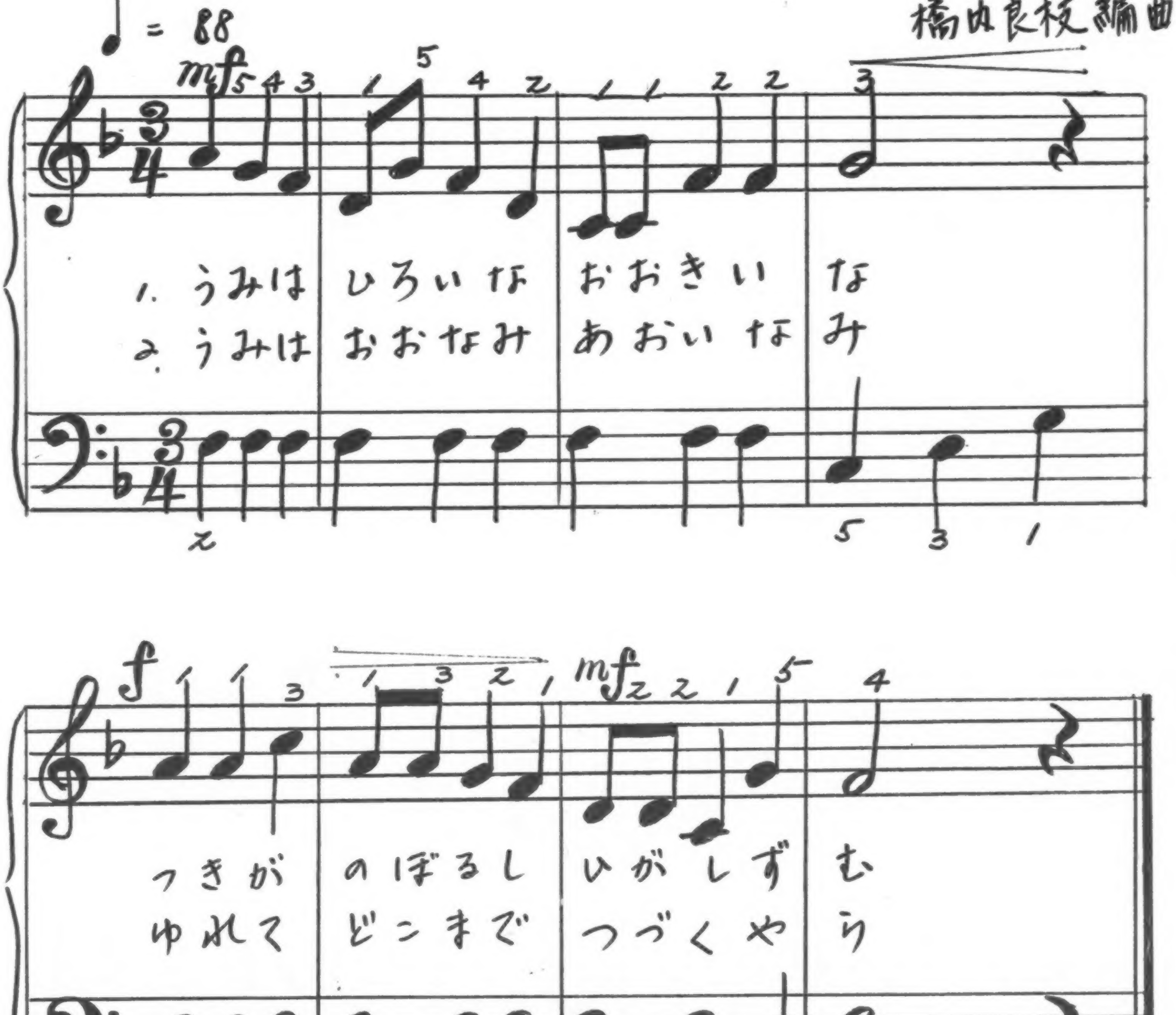
LIST OF SONGS

1. Umi .... L 1
2. Kakuren'bo .... L 4
3. Hato-poppo .... L 7
4. Usagi .... L 10
5. Tsuki .... L 13
6. Koinobori .... Special Activities
7. Kin'taroo................... Special Activities
8. Tanabata .... Special Activities

う　み

林 柳波 作詞

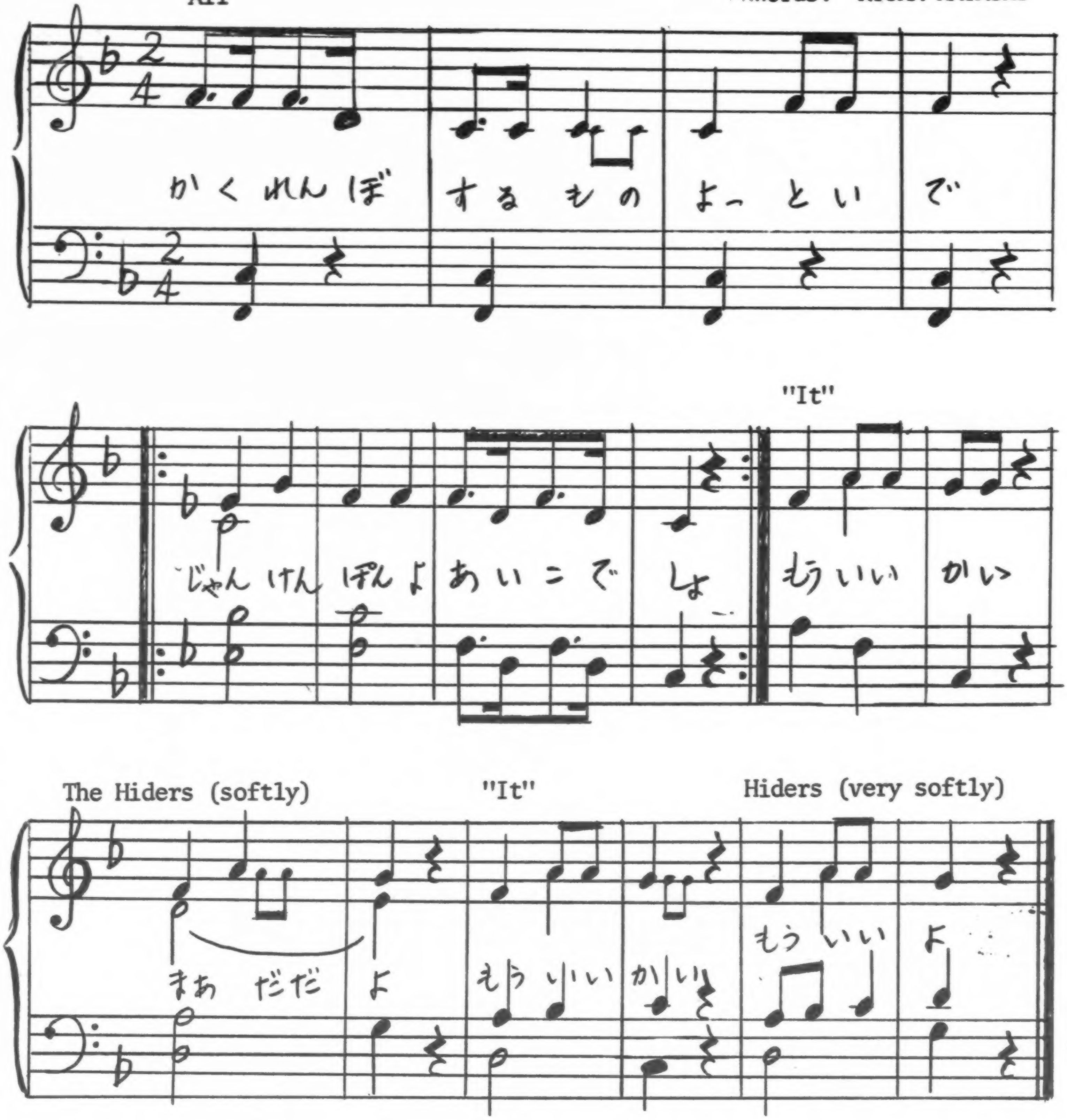
井上武士 作曲
橋内良枝 編曲


♩= 88
mf
1. うみは ひろいな おおきい なみ
2. うみは おおなみ あおいなみ
f
mf
つきが のぼるし ひがしずむ
ゆれて どこまで つづくやら

かくれんぼ

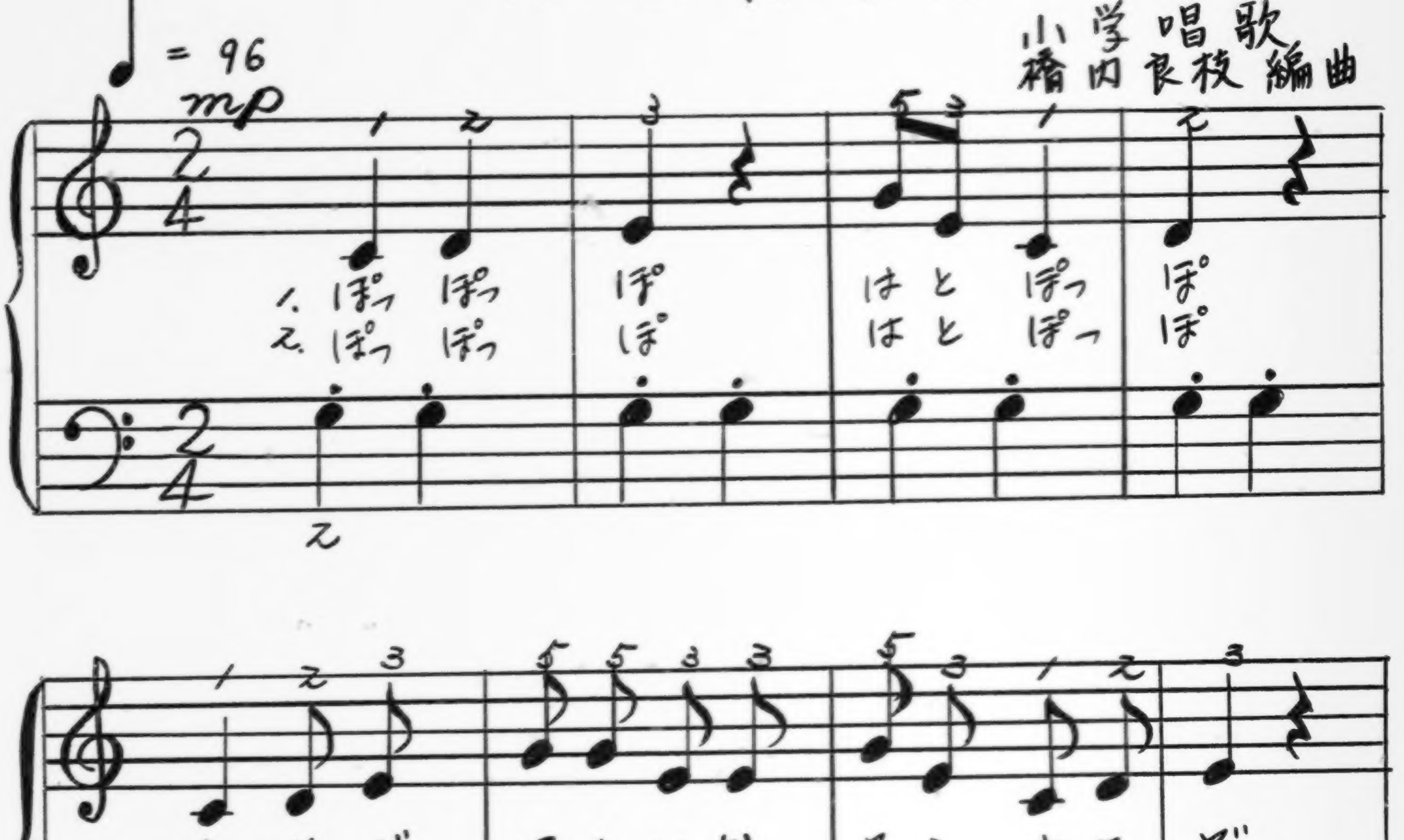
Music: KAN-ICHI SHIMOUSA
Words: RYUHA HAYASHI

Jovially
All


かくれんぼ
するもの
よっといで
じゃんけんぽんよ
あいこでしょ
"It"
もういいかい
The Hiders (softly)
まあだだよ
"It"
もういいかい
Hiders (very softly)
もういいよ

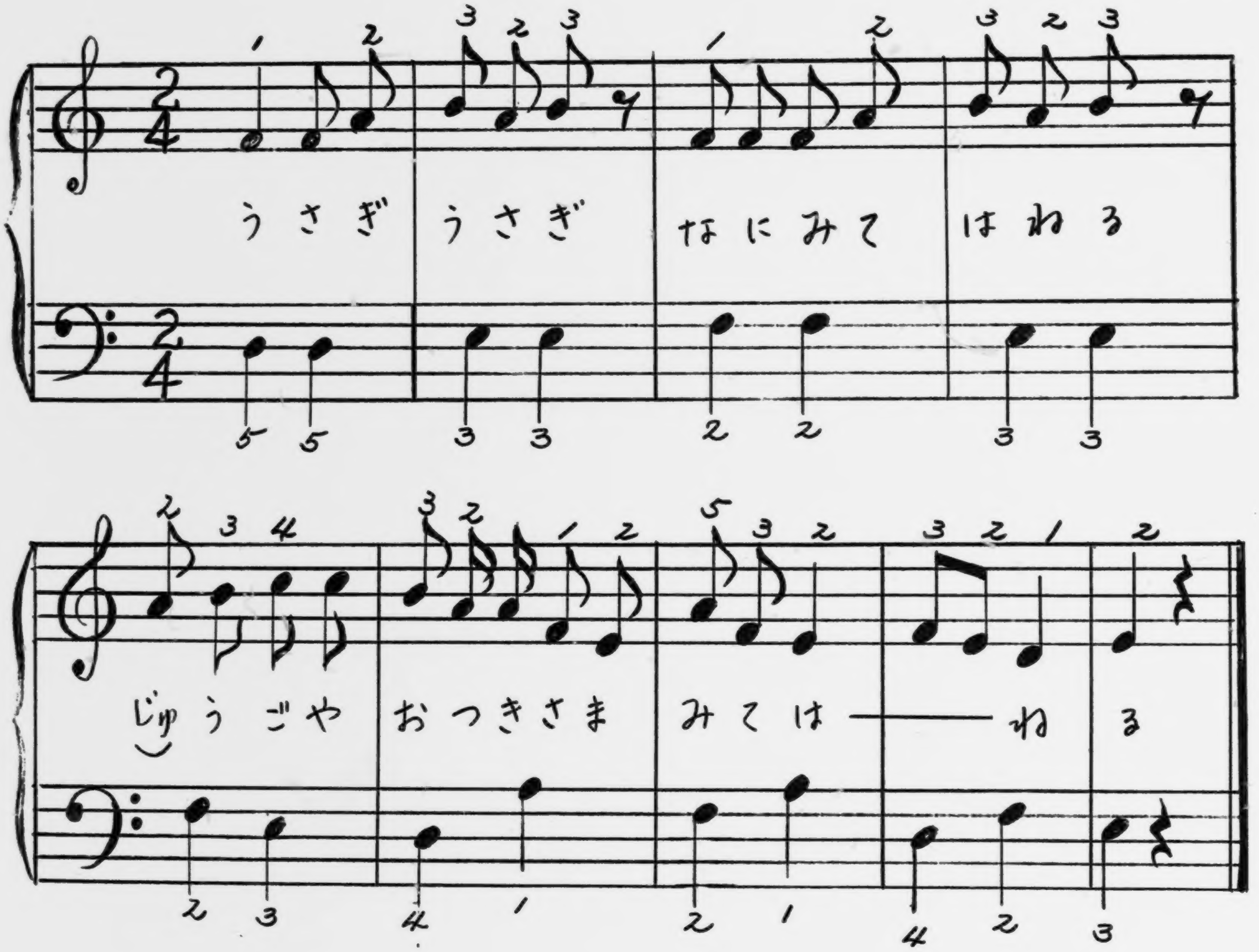
はとぽっぽ

小学唱歌
檜内良枝 編曲


♩= 96
mp
1. ぽっ ぽっ ぽ はと ぽっ ぽ
2. ぽっ ぽっ ぽ はと ぽっ ぽ
まめが ほしいか そらやる ぞ
まめが うまいか たべたな ら
mf
みんなで なかよく たべにこ い
いちどに そろって とんでゆ け

うさぎ

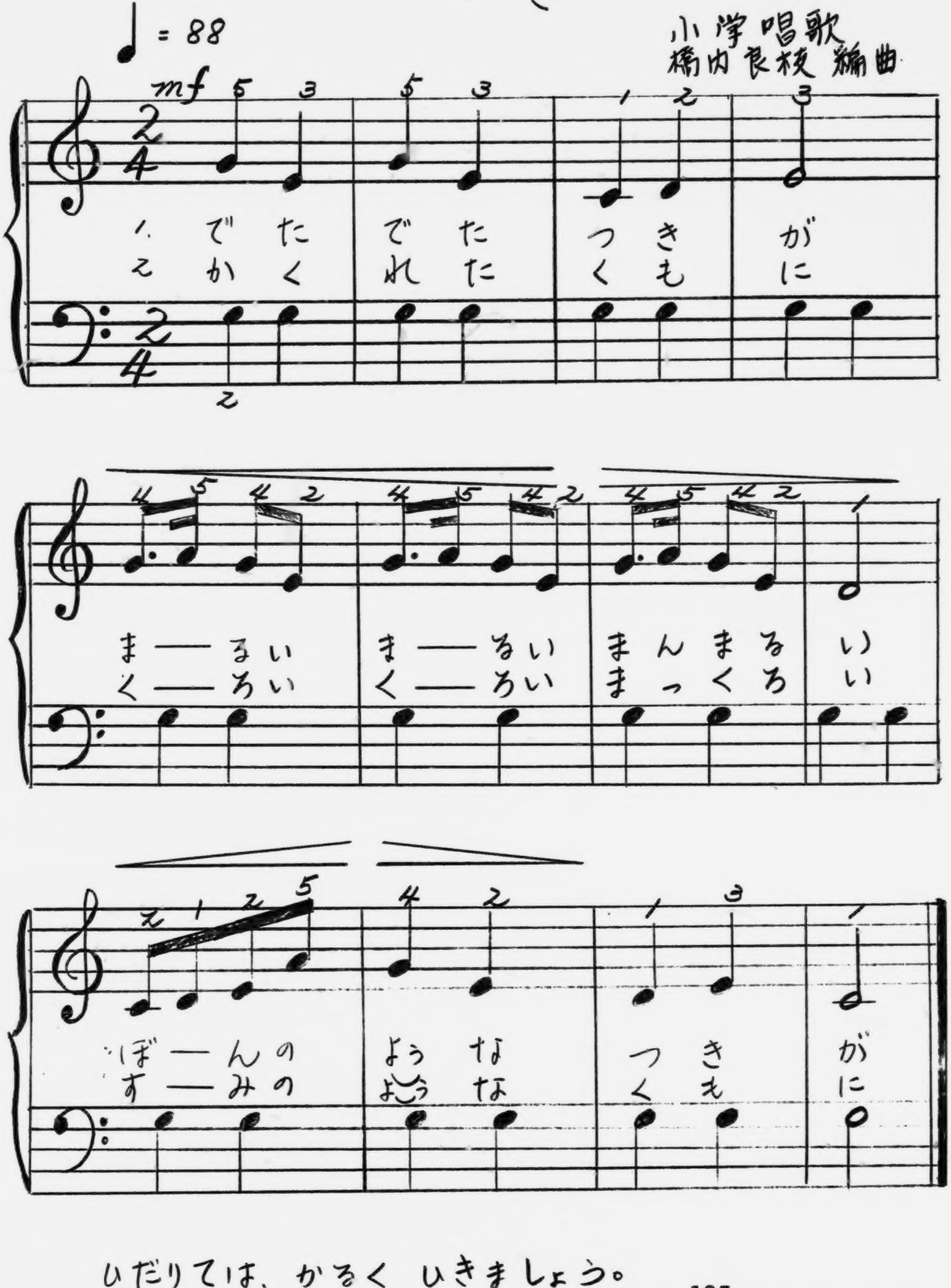
日本古謡
橋内良枝 編曲



うさぎ うさぎ なにみて はねる
じゅうごや おつきさま みてはーーーねる

つ き

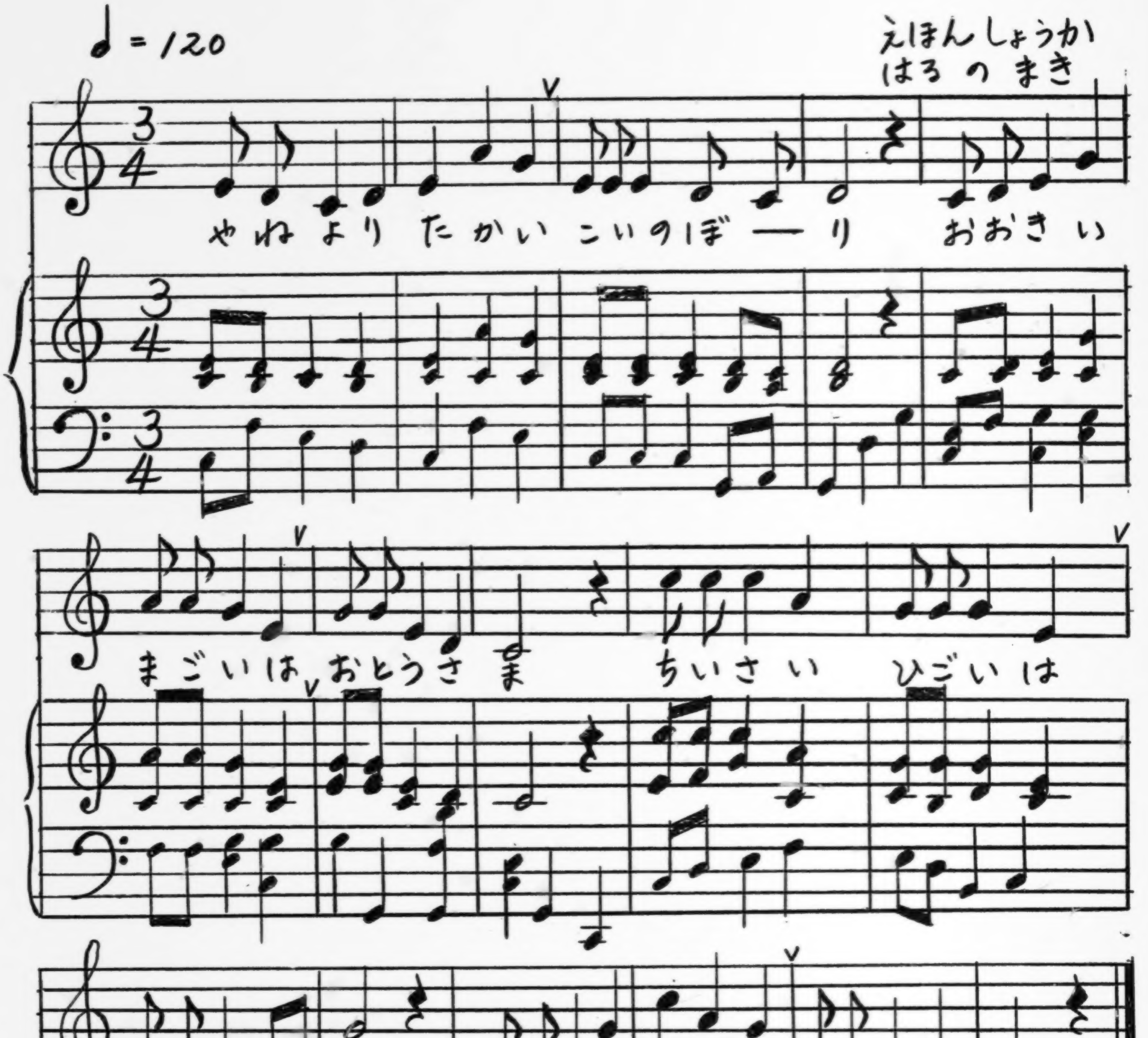
小学唱歌
橋内良枝 編曲


♩= 88
mf
1. で た で た つ き が
2. か く れ た く も に
ま ── る い ま ── る い ま ん ま る い
く ── ろ い く ── ろ い ま っ く ろ い
ぼ ── ん の よ う な つ き が
す ── み の よ う な く も に

ひだりては、かるく ひきましょう。

こいのぼり

えほんしょうか
はるのまき

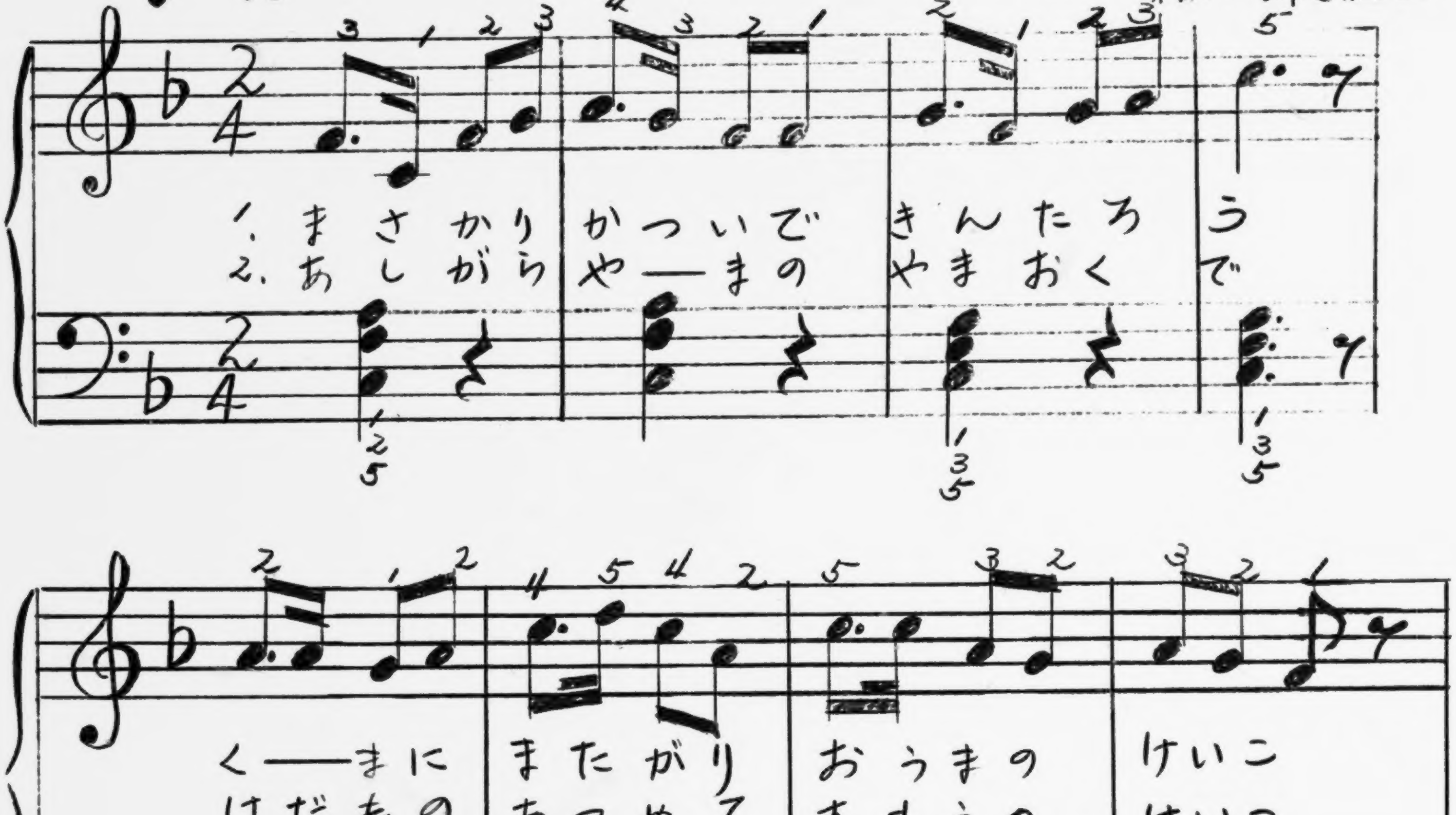

♩=120
やねより たかい こいのぼーり おおきい
まごいは おとうさま ちいさい ひごいは
こどもたーち おもしろそうに およいでる

きんたろう

石原和三郎 作詞

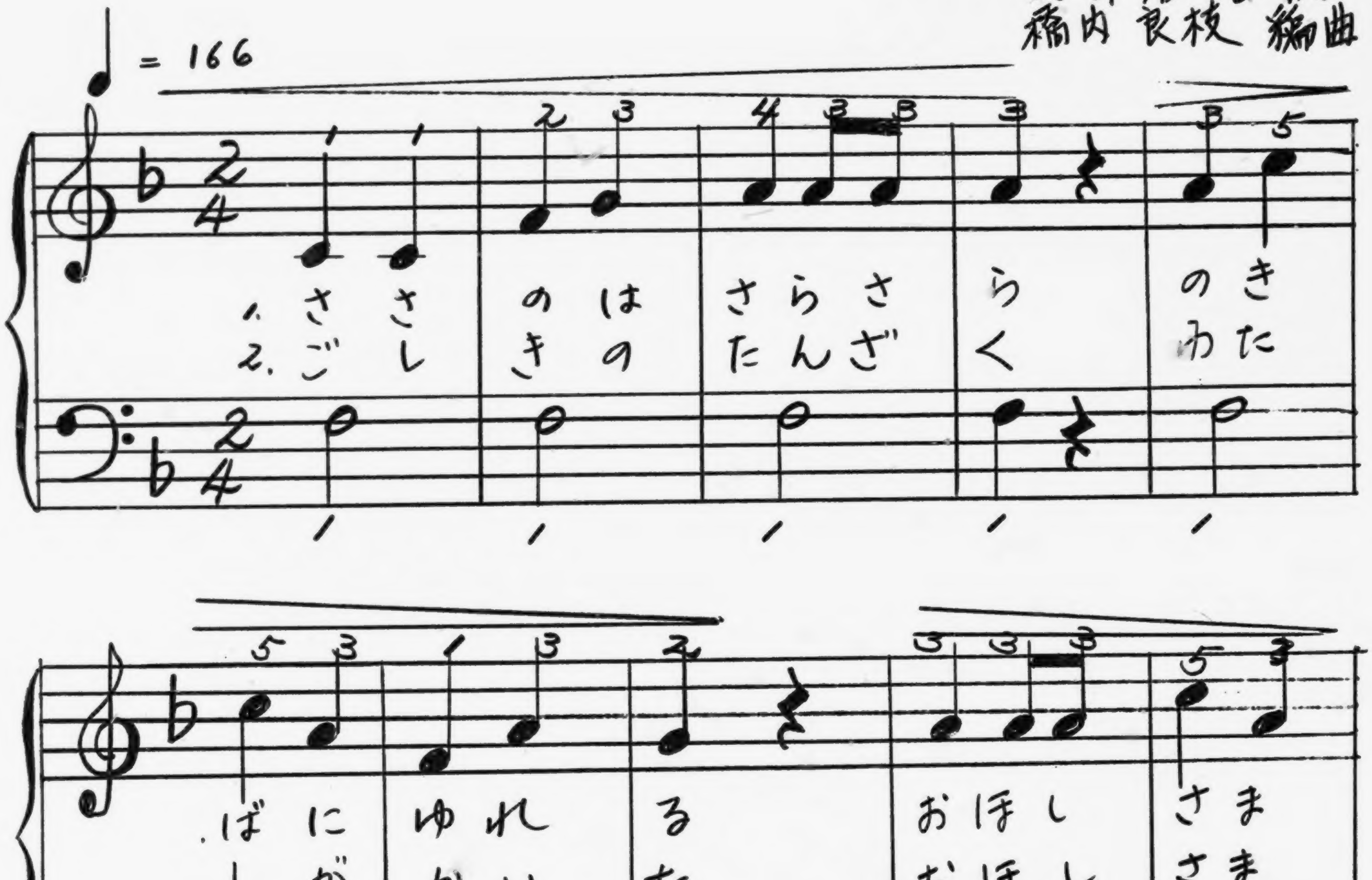
田 虎蔵 作曲
稲内 良枝 編曲

♩ = 76


1. まさかり かついで きんたろう
2. あしがら やーまの やまおくで
くーまに またがり おうまの けいこ
けだもの あつめて すもうの けいこ
はいしいどうどう はいどうどう はいしいどうどう はいどうどう
はっけよいよい のこった はっけよいよい のこった

たなばた

文部省唱歌
稿内良枝 編曲


♩ = 166
1. さ さ の は さ ら さ ら の き
2. ご し き の た ん ざ く わ た
ば に ゆ れ る お ほ し さ ま
し が か い た お ほ し さ ま
き ら き ら き ん ぎ ん す な ご
き ら き ら そ ら か ら み て る.